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THE

TEACHER AND THE PARENT;

A TREATISE UPON

COMMON-SCHOOL EDUCATION;

CONTAINING

PRACTICAL SUGGESTIONS TO TEACHERS AND PARENTS

BY

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BOSTON:
JENKS, HICKLING, & SWAN,
131 WASHINGTON STREET.
1853.

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TO

GEORGE PEABODY, ESQ.,

OF LONDON,

AS A NOBLE ILLUSTRATION OF THE HIGH AND HONORABLE POSITION WHICH IS ATTAINABLE BY A WISE IMPROVEMENT OF

Common School Privileges,

AND WITH THE HOPE THAT MULTITUDES, ON BOTH HEMISPHERES, MAY BE STIMULATED TO MANLY EFFORTS BY HIS WORTHY EXAMPLE,

This Volume

IS MOST RESPECTFULLY DEDICATED

BY

THE AUTHOR.

PREFACE.

In the preparation of this volume, it has been the author's aim to furnish for teachers a work which should at once lead them to view their calling in its true light, stimulate them to fidelity, and furnish them with such plain, practical suggestions, as might prove valuable to them in the performance of their important and arduous duties. In the execution of his design, he has been free to make extracts from the writings of others, when he has found their views in accordance with his own. In all such cases he has made the proper acknowledgment; and it is believed that the quotations he has made will not diminish the value of the work.

Having had an experience of nearly twenty years as an instructor in public schools, the author feels that he can, in some degree, appreciate the nature of the teacher's work, the qualifications essential to a wise discharge of appropriate duties, and something of the trials, perplexities, and pleasures, connected with the same. How

far he has succeeded in accomplishing his design, must be for others to decide.

With the sincere desire that this volume may prove an acceptable addition to works on education, and be instrumental in advancing the great interest of common school instruction, it is affectionately and respectfully commended to the candid consideration of teachers and parents, with the hope that the truths advanced may have their proper influence, though dressed in a plain and familiar style.

DANVERS, MASS., *May* 1, 1853.

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COMMON SCHOOL EDUCATION.

CHAPTER I.

COMMON SCHOOLS.

THE establishment and liberal support of common schools should be objects of special interest to every citizen of our Union. On them, more than on any other cause, under Providence, depend the general diffusion and perpetuity of those great national blessings and privileges which tend to the true exaltation of a people. Free schools are the nurseries of the public mind,— the lights by which republican virtues and honors are most clearly and extensively reflected,— the best safeguards against all the ills of ignorance and vice. Without them no republican government can long exist and flourish; with them, wisely fostered and generally supported, no tyrant's sway can long continue, no bigot's views be widely disseminated. In view of this, how earnestly and assiduously should every good citizen strive to guard and improve a judicious system of public-school instruction!

Common schools have been very appropriately styled the "People's Colleges;" and the character of those who graduate from them must determine what the general condition of our country shall be. It is true that our academies and colleges exert a powerful influence, and

accomplish a glorious work; but, so long as more than nine-tenths of our whole population never gain access to their advantages, how important is it that these more accessible institutions, the free schools, be properly cared for! How important is it that they be so sustained that they will send forth those healthful influences which shall be for the healing and preservation of the nations!

Good common schools should furnish to the young that thorough elementary instruction and training which will prepare them to engage honorably and successfully in any pursuit of life. They should form "well-disciplined minds, refined tastes, and correct habits, and endow the young with a knowledge of sciences, and the principles of things, and clothe them with the power of elegant and forcible expression, which shall be 'for glory and for beauty' around all the possible occupations of future life, rather than to fit them for any special and private emergency of business."

If every instructor were thoroughly fitted for the duties of his high and honorable calling, and every parent were ready to render proper and cheerful assistance in all the operations of the school-room, the power and usefulness of common schools would equal the fondest expectations and wishes of the most ardent friends of knowledge and liberty.

Our common schools have enlisted the interest of the greatest and best of men. Daniel Webster, in speaking of them, said, "If I had as many sons as old Priam, I would send them all to the public schools." As a proof that the privileges of these schools, wisely improved, will qualify one for passing through life with the highest degree of success, honor and usefulness, I

would respectfully refer to the example of the gentleman to whom this volume is dedicated,— a name alike an honor to his native town and country, and to the country of his adoption. By his persevering efforts, he has risen to a most exalted position of wealth, honor and influence, and by his noble acts of munificence he has become the admiration of multitudes on both hemispheres. In a recent letter to the inhabitants of his native town (Danvers, Mass.), he uttered the following noble and philanthropic sentiments: "The early associations of my life are clustered around *our* ancient town. It was, as many of you know, in a very humble house in the South Parish that I was born; and from the common schools of that parish, such as they were in 1803 to 1807, I obtained the limited education my parents' means could afford; but to the principles there inculcated, in childhood and early youth, I owe much of the foundation for such success as Heaven has been pleased to grant me during a long business life." * * * * * "The great increase of population and commerce of the United States, the development of the internal wealth of the country and enterprise of her people, have done much to effect a happy relation between Europe and America; and I can scarcely see bounds to our possible future, if we preserve harmony among ourselves and good faith to the rest of the world, and if we plant the unrivalled New England institution of the common school liberally among the emigrants who are filling up the great valley of the Mississippi."

With the above excellent remarks were the following noble sentiment and generous accompaniment,— the sentiment worthy of being inscribed in letters of gold over

the doorway of every school-house in our land, and the accompaniment a most substantial proof of the sincerity of him who gave the sentiment:

"EDUCATION: A debt due from present to future generations.

"In acknowledgment of the payment of that debt by the generation which preceded me in my native town of Danvers, and to aid in its prompt future discharge, I give to the inhabitants of that town the sum of TWENTY THOUSAND DOLLARS for the promotion of knowledge and morality among them."

If the author of this volume shall be instrumental of inspiring teachers with a stronger love for and devotion to their work, or shall say anything that will aid, encourage or stimulate them in their arduous labors,— if he shall say aught that will tend to awaken parents to a proper understanding and performance of the duties they owe to public schools,— he will feel rewarded in the consciousness of having done something towards discharging *his* part of obligations so beautifully expressed, in the sentiment above, as constituting the common debt of all, — something towards imparting to our common-school system vigor and efficiency.

CHAPTER II.

THE TEACHER.

The influence and importance of the office of an instructor of youth cannot be easily over-estimated, and he who attempts to fill it should well consider the immense responsibilities which rest upon him. He should clearly comprehend the nature and magnitude of the duties he assumes, that he may correctly judge of his own fitness rightly to discharge them. This is the part of true wisdom, and no one should be so rash and inconsiderate as to undertake the performance of any important work without a well-grounded assurance of ability to prosecute it to a successful and satisfactory issue. Who would attempt the construction of a piece of machinery without a proper knowledge of the nature of the work to be performed, and a familiarity with the various processes necessary to its completion? A trifling error might render valueless the work of months. Who would be so inconsiderate as to commence the erection of a dwelling-house without a proper knowledge of the principles and rules of architecture and carpentry? Ignorance would cause a waste of property, and a failure to secure the ends desired. What sane man would assume the command of a ship freighted with valuable merchandise, and more valuable lives, without possessing a proper acquaintance with the principles of navigation and seamanship?

A slight error in calculation might prove the loss of thousands of dollars, and the destruction of human beings whose loss cannot be measured by dollars. What wise man would undertake the training of a young and spirited horse, without some knowledge of the task to be performed, and of the nature of the animal whose discipline he undertakes? A wrong course might tend to render worse than useless a beast that, rightly trained, would be of great service.

If, then, care, prudence, judgment and wisdom, are so essential to the successful prosecution of work whose nature is so ephemeral, how can we attach too much weight to high qualifications and skill in him who is to train and educate imperishable minds of the young? If the work of him who engages in the polishing and adornment of jewels and precious stones is considered important, how much more so is the work of him who is called to the polishing and ennobling of those priceless and deathless jewels which are so confidingly resigned to the influences of teachers! Lord John Russell, in a speech before the British and Foreign School Society, thus spoke of the duties of the teacher: "Every step we take, every year that passes over our heads, only tends to show that, to teach well, to elevate the minds of children, to implant in them religious and moral principles, to send them from school in a fit state to take their part in the community, in whatever portion of the business of life may be intrusted to them, is one of the most important and difficult tasks which any man can undertake."

The teacher is a laborer in a work of the utmost consequence and interest, so far as relates both to the present

and future well-being of those with whom and for whom he devotes his time and talents; and while a due appreciation, correct knowledge, and faithful discharge of appropriate duties, will lead to a most desirable degree of true exaltation, a wrong estimate, a want of clear understanding, or an unfaithful performance of them, will tend to the injury and depression of both teacher and pupils, to an extent proportionate to the degree of the deficiency. When we consider that there are, within our country, hundreds of thousands of youth of a school-going age whose future success, happiness and usefulness, depend in so great a degree upon the nature and extent of their school training and school influences, with what weighty power, for good or ill, does the consideration invest the tens of thousands of teachers to whose care and training they are intrusted!

The phrase "the schoolmaster is abroad" is on the tongue of all; and yet how few know aught of its origin or appreciate its force! A late writer in the *National Era* thus speaks:

"No orator of our times is more successful than Lord Brougham in embalming phrases full of meaning in the popular memory. The well-known talismanic sentiment, '*the schoolmaster is abroad*,' is an instance. In a speech on the elevation of Wellington, a mere military chieftain, to the premiership, after the death of Canning, Lord Brougham said, 'Field-marshal the Duke of Wellington may take the army, he may take the navy, he may take the mitre. I make him a present of them all. Let him come on with his whole force, sword in hand, against the constitution, and the English people will not only beat him back, but laugh at his assaults. In other

times the country may have heard with dismay that 'the soldier was abroad.' It is not so now. Let the soldier be abroad, if he will; he can do nothing in this age. There is another personage abroad,— a person less imposing; in the eyes of some, perhaps, insignificant. *The schoolmaster is abroad;* and I trust to him, armed with his primer, against the soldier in full military array."

A writer in *Blackwood's Magazine*, in the outpouring of his bitterness against liberal institutions, dating from Canada West, unwittingly gives the following testimony in favor of the influence of a class whom he affects to despise.

"But there is no circumstance, perhaps, that we could mention, that could convey a better idea of the relative regard for England and the United States of the class of people we have been describing (the democratic party in Canada) than the fact, well known to every person who has lived among them, that a *Yankee schoolmaster*, without either education or intelligence,— with nothing on earth to recommend him save an inveterate propensity to vaporing and meddling in the affairs, religious and political, of every sect and class wherever he goes,— can, and ever has, exercised more influence among them, in a few months, than a whole neighborhood of English gentlemen could in years. And we speak neither from hearsay nor conjecture; we speak from what we have seen and know, and what is susceptible of proof."

All who consider the subject must admit that the teacher is called to labor in a field of vast influence. This the teacher should understand, and, though he may at times feel almost crushed by the weight of his responsibilities, and be induced to exclaim, "Who is sufficient

for these things?" yet let him persevere, trusting in Him from whom cometh all needed assistance, ever aiming at a nearer approximation to the mark of perfection, ever striving to remove defects and cultivate excellences. We regard him as a wise and judicious husbandman who carefully removes from his grounds all noxious weeds, and who so trains his vines and trees that they will not become fruitless and useless cumberers of the soil they occupy. If worldly wisdom and sagacity prompt to so much attention and watchfulness for those objects which, like the grass of the field, wither and die, with what intense interest and care should they labor and watch who are called to cultivate fields so closely filled with plants whose existence is commensurate with eternity! Is it not a work of the greatest importance rightly to watch and till these fields, that they may be kept dressed in "living green," yet free from all hurtful weeds and untoward influences; and that these deathless plants may receive such support and training as shall cause them to "blossom and bear fruit" to the honor and glory of the Divine Teacher? If properly nurtured and trained, what ornaments and blessings will they become to the hill-sides and valleys of our beloved land! If neglected or mal-trained, what curses will they prove to the gardens in which they grew, to the communities whose atmosphere they taint, and to those who should have led them to the light, but have rather left them to grope in darkness, and imbibe the pestiferous influences of ignorance and wickedness! As cultivators in these priceless nurseries of God's planting, teachers occupy a foremost rank; and woe will be pronounced against those who, by undervaluing their work, or misapplying their

time and talents, cause or allow deformities and imperfections to exist and perpetuate themselves.

The influence of a teacher, for the weal or woe of those confided to his care, is almost inconceivable. From his every act, word, and even *look*, they will receive impressions, good or ill, which will remain as long as the susceptibility of the mind to retain impressions shall endure. How solemn the thought, and yet how true, that the teacher's influence will extend through all coming time! With what force should this thought impress the minds of all who take upon themselves the duties and responsibilities of an instructor! With what care, industry and zeal, should it incite them to strive for the cultivation of those qualities, and the acquisition of that knowledge, which will enable them to labor wisely and well!

Says one:* "It must not be supposed, for a moment, that every person who can pass the strictest examination is fit to manage a school. It takes a peculiar man to be just the right sort of a teacher. He is an article compounded of various ingredients, such as you cannot buy at the apothecary's. As to his intellectual qualifications, his mind should be a *fountain*, and not a *reservoir*. His knowledge should gush up of *itself*, and not have to be *drawn* up as by a *windlass*. He should be a man of *ingenuity* and *tact*, of various resources and expedients, and not a helpless creature of custom, plodding on, day after day, in the same old path, like a horse in a bark-mill. He should be fresh in his feelings and sympathies, and not a petrified post of Medusa; his *heart* should be

* J. G. Hoyt.

young in all its pulsations, though his head may be as bald as Elisha's. Endued with a courage and resolution that know no defeat, he should, like Dickens' Raven, 'never say die.'

"He should be a man of the world, as well as a man of books; familiar with human nature, not less than with Mitchell's Geography. He should be a scholar of some *breadth*, as well as *depth;* knowing something more than the mere routine of daily study, and not a man whose half-dozen thoughts rattle in his vacant head like shrunken kernels in a bean-pod. His mental store-house should be filled with the fruits of various and extensive reading, so that he need not be compelled to draw his illustrations for the recitation-room from the tales of his grandfather, or from the treasures of last year's almanac.

"In addition to his intellectual furnishing, he should be a man of integrity, of moral rectitude, and purity of character, imbued with the spirit of truth and wisdom. And if, beside all this, the light of a Christian faith should irradiate his scientific and literary acquirements, it would serve to give them a brighter lustre, even as 'a lamp set in an alabaster vase brings out in bolder relief and clearer expression the beautiful figures which may be sculptured upon it.' Let the common-school teacher possess qualifications like these, and he can do much — perhaps more than any single individual — for the renovation of human society." "A teacher of small children," says the same writer, "should be a sort of locomotive patent-office, full of all manner of inventions. The young love novelty as much as they hate routine. To secure their interest, therefore, one must excite their

astonishment and admiration every hour of every day in the week with some new thing under the sun."

The feeling has been quite too common that any one could "keep school;" so that many schools have been *kept*, while but few have been well taught; they have been kept *from* true knowledge, and not in garnering up for future usefulness. Hence, mere striplings, or men of maturer age with no fixed views or plans, engage in "keeping school," though they never teach, because themselves untaught. They can neither discipline nor instruct, because they have never themselves been properly disciplined and instructed.

When Dinter was school-counsellor in Prussia, a military man of great influence urged him to recommend a disabled soldier, in whom he was interested, as a school-teacher. "I will do so," said Dinter, "if he can sustain the requisite examination." "O," said the colonel, "he does not know aught about school-teaching; but he is a good, moral, steady man, and I hope you will recommend him, to oblige me." "O yes," said Dinter, "to oblige you, if you, in your turn, will do me a favor." "And what favor can I do you?" asked the colonel. "Why, get me appointed drum-major in your regiment," said Dinter. "It is true that I can neither beat a drum nor play a fife; but I am a good, moral, steady man as ever lived."

It is not enough that a man is "*good and steady*," in order to become a teacher. It is essential that his whole life and character be so pure and correct that he shall constitute a pattern worthy of the closest imitation. How desirable that his "daily walk and conversation" form, as it were, a "living epistle," not only "known

and read" of all children, but imparting unto them such instruction as will lead them in ways of virtue and useful industry! How important that a teacher be entirely free from habits the formation of which in the young would be deprecated by every good and virtuous citizen! Precept, when opposed by example, is often worse than powerless. If a teacher would effectually discountenance profanity, he must do so "by word and deed." If he would encourage frankness and love for truth and honesty, his every action must be free from guile and duplicity. If he would cultivate habits of civility and courtesy, his example must precede and succeed his counsels. If he would incite to that regard for order which has a "place for everything and everything in its place," he must not himself exhibit any deviation from these particulars. If he would secure proper attention to cleanliness in dress and personal appearance, he must himself, in these particulars, constitute a "bright example." If he would form a true regard for regularity and punctuality, his own practices must be in strict accordance with these qualities. In fine, his entire conduct, his conversation, his appearance, must bespeak and confirm the propriety and intrinsic worth of the precepts he would inculcate. Say not, candidate for the teacher's profession, that this is requiring too much. You should well consider the nature and magnitude of the duties to be assumed, and then strive earnestly and constantly for the faithful performance of those duties. Look onward and upward, remembering that "they who sow shall in due time reap, if they faint not." Be not unduly troubled by the perplexities that may beset your path. Trials and difficulties, rightly regarded, will only tend to

quicken and improve you. Do your duty faithfully, ever seeking to promote the best good of your pupils, and a rich and glorious reward will one day be yours,— not a reward of silver and gold, but that richer, higher, nobler reward, which springs from the consciousness of having been an humble instrument of enlightening, expanding and elevating the minds of immortal beings, and thus enabling them to act "wisely and well" their parts on the stage of life.

* "To require *perfection* in a teacher, would be to demand more than has been attained by any other person,— more than can be accomplished in this world,— for, should we attain our present idea of perfection, a higher standard would be revealed to us, and we should be as far as ever from our mark. All that space, too vast for us to measure, between our minds and that of the Infinite, is given us, in which to improve. We cannot reach the end of our course, we cannot discern the limits to our capacity to improve. Every step in progress, every effort towards perfection, diminishes this intervening space. This is thus beautifully illustrated by the following German parable: 'A child was at play upon the open field. A star rose over the hill-top. The child gazed at it with pleased and longing eyes. "How beautiful it is!" he exclaims. "It is just on the hill-top; I will run and catch it, and have it for my own." With eager delight he started in pursuit, and climbed the hill before him,— but, lo, the star was not there! It now seemed to rest on the mountain-top beyond. Nothing disheartened, the child pressed on. His course led him

* Rev. J. F. Moors.

over fields of roses, and through hedges of thorns. At length he gained the mountain-top. But the star was not there. It was further than at first. It no longer rested upon the mountain; it was climbing the distant heavens. The child had become a man. The object of his pursuit had not been gained. It had receded as he had advanced; but his course had been onward and upward.' "

So with the teacher. He should place his standard high, and, with his eye steadily upon it, he should ever be rising and approximating the "mark of his high calling." All his well-directed efforts will tend to crown his labors with success, and secure for him the approval of the "Perfect Teacher," who will strengthen him for still greater and more ennobling efforts.

I have thus considered the teacher's vocation, and alluded to the indifference with which it is too often regarded, in the hope that a proper estimate may be formed in the minds of those who may adopt it; and that they may feel, as they should do, that they are called to the performance of highly responsible and important duties.

I shall now proceed to speak of some of the essentials for a good and successful instructor, hoping thereby to be instrumental in awakening a stronger feeling and deeper interest in the great work of educating the young.

CHAPTER III.

THOROUGH KNOWLEDGE AND APTNESS TO TEACH.

THESE points are so evident that I hardly need urge their consideration; and I would not do so, were it not that persons are constantly seeking, and many gaining, admission to the teacher's office, who are sadly deficient in their qualifications,— even in the elementary branches. If a teacher would gain and preserve the confidence and respect of his pupils, he must be able, on every occasion, to furnish the clearest evidence that he possesses a full, distinct and discriminating knowledge of every subject on which it may be desirable to impart instruction. He should not only understand the subjects himself, but he should be able to make them clear and intelligible to the minds of his pupils; abounding in knowledge himself, he must also possess aptness in imparting that knowledge to others. The manifestation of the slightest ignorance, or a degree of hesitation indicative thereof, may at once cause a distrust or want of confidence, which will greatly impair, if not destroy, his usefulness or success. Hence, it is desirable that those who intend to become teachers should store their minds with an amount of available knowledge which will not only be sufficient for conducting the regular text-book lessons of the school-room, but also for meeting and answering satisfactorily all the queries which may arise in the minds of their pupils, and

thus satisfying them that they are receiving supplies from a well-filled fountain. Their knowledge should be ready, clear and unequivocal. The possession of knowledge, without the ability properly to impart the same, is as a "light under a bushel," whose rays are so circumscribed as to be of no value. The efficient and successful instructor must be as a "light on a hill," imparting cheerful intelligence and clear vision to all around.

ACCURACY AND DISTINCTNESS.

If pupils are early trained to execute whatever they undertake in a clear and distinct manner, it will be of great service to them through life; while a careless and indistinct mode will affect them unfavorably and permanently. Hence a teacher should strive to impress upon the minds of his pupils the great importance of doing all their work accurately and plainly. How many people write letters and other documents so miserably and so illegibly that they cannot be deciphered except with the greatest difficulty. Frequently very singular and ludicrous errors result from a want of distinctness in writing. The following are examples of such cases:

An English gentleman once applied to the East India Company for an office for a friend of his in India, and succeeded in obtaining an appointment. The man who received the favor wrote to his friend, and signified his intention to send an *equivalent* for the kind assistance he had received. The gentleman who received the letter could make nothing of the word but *elephant;* and, being pleased with the idea of receiving such a noble animal, he was at the expense of erecting a suitable

building for his accommodation. What was his surprise in receiving, instead of an *elephant*, a pot of sweetmeats, as the *equivalent!* Perhaps this man saw as much of the elephant as many who have sought a view in these latter days; and the sight was, probably, quite as profitable, and quite as palatable.

A clergyman in Massachusetts, more than a century ago, addressed a letter to the General Court, on some subject of interest that was then under discussion. The clerk read the letter, in which, as he thought, occurred this remarkable sentence: "I address you, not as magistrates, but as *Indian devils.*" The clerk hesitated, and, after more careful examination, repeated, "Yes, he addresses you as *Indian devils.*" The wrath of the honorable body was greatly aroused; they passed a strong vote of censure, and demanded of the reverend gentleman an apologetic explanation; from which it was discovered that he addressed them not as magistrates, but as *individuals.*

PATIENCE AND PERSEVERANCE.

From the days of pious Job until the present time, patience has been considered a Christian grace. Every individual, whatever his situation or occupation, finds occasion for its exercise. No one more needs its full and free operation than the instructor; and in no one is a deficiency more strongly felt, or more disastrous. In the discipline and instruction of his school, he will, sometimes, be obliged to contend against the feelings and actions of some parents, as well as pupils; so that the good lessons and instructions of the school-room will require constant repetition, from the fact that they are,

often, worse than obliterated by fire-side or street influences. As, in walking by the sea-side, our footprints are washed away by the dashing wave, so are the salutary impressions made upon the minds of children, in the school-room, frequently effaced by the untoward influences by which they are surrounded while out of school; and it will require no small amount of patience and perseverance, on the part of the instructor, to renew the efforts to make them more permanent.

We have said that the instructor is often obliged to contend against home and street influences. This is true in more particulars than many at first imagine. Let us take an instance. A pupil, in speaking, makes use of a sentence strictly and plainly false in its syntax, and is rectified by the teacher; yet he will continue to commit the same error, though corrected for the fiftieth time. How difficult, and almost impossible, does the teacher find it to get rid of certain mis-pronunciations and ungrammatical expressions! A child will say, for instance, "git red," "it is him," "them are," "kittle," &c. &c. He will continue to do so, time and again, though corrected by the teacher as often as the error is committed. Now, why is this? Simply because at home and in the streets the child hears the *wrong* ten times as often as he hears the *right*.

So it is in many particulars; and the teacher's patience is taxed, almost beyond endurance, in being called upon to reiterate the correction. But let him not despair. The direction which has been given for the ninety-ninth time without effect may accomplish its end if repeated the hundredth time. Let the teacher, then, continue cheerfully in his good efforts, and in due time he will receive

his reward. Let him not look with too much impatience for *immediate* fruits of his labors. Seed that has been faithfully scattered will, in its proper time, produce fruit, and cheer the heart of the diligent sower; and so "he who goeth forth and weepeth, bearing precious seed, shall, doubtless, come again with rejoicing, bringing his sheaves with him."

Does the teacher need any further inducement? "Is it not sufficiently solemn for him to remember that each child he trains is, Providence sparing his life, to be a man;—freighted with imperishable hopes, and a certificate of eternal existence from the great God of the universe himself? They are now lingering in the cool and early shade on the edge of the field of life. They wait the teacher's directing care, ere they go forth into the sun and storm and battle of life, and make a solemn and decisive throw in the game of destiny. Teachers are often reminded that those they train may become rich men, and senators, and governors. But, O! how much more thrilling to remember that each child educated is to stand up in the great army of living ones, a man, in God's image, with human sympathies, and attachments, and responsibilities;—that he is to love and be loved, to be a neighbor to somebody, a citizen, a friend, and, either to honor or dishonor, act some part in the great drama of life!"*

* W. C. Goldthwait.

CHAPTER IV.

CANDOR AND TRUTHFULNESS.

THERE is, in the community, too strong a feeling and taste for something marvellous and astonishing. With many, simple truth has no power, no beauty, no attraction. Hence there is a disposition to magnify and embellish every narrative and circumstance, so that matters which, as presented by some, appear perfectly wonderful and astounding, are, when divested of all their embellishment, as much changed in their aspect as the bird of paradise would be if stripped of all his gay plumage.

With some it would seem a thing well-nigh impossible to speak the plain, unvarnished truth. They must always add a certain number of qualifying words and phrases, which are, often, so extravagant as to mystify and misdirect. Hence it happens that miserable quacks and travelling mountebanks are enabled to gain a ready admittance to the pockets of those from whom the missionary collector or the virtuous and honest poor would find it an arduous task to obtain a few farthings. How many, under the influence of exaggeration and unusual excitement, will freely give five or ten dollars for the amusement of a passing hour, who would go mourning many days, if obliged to give as much to the cause of education, or to any other useful and praiseworthy object! The teacher should strive, in every proper man-

ner, to form in the minds of the young a just appreciation of, and regard for, truth, honesty, and simplicity.

COURTEOUSNESS.

It is to be feared that the spirit of courtesy is less prevalent than it was years ago. In by-gone days, the traveller, in any part of New England, was always saluted by the boys with the doffing of the cap, accompanied by a civil bow, and by the misses with the more modest, though not less significant, courtesy. At the present day such practices are quite rare. Perhaps the rapid growth of our country, and the increase of settlements, have tended to make them impracticable. In our thickly-settled villages and cities, certainly, the young are pardonable for not fostering the habits alluded to; for a due observance of them, in such places, would render the wearing of caps superfluous, and keep the body in a bending posture much of the time. But it is, doubtless, true, that some other expression of civility may be adopted, which shall be equally indicative of politeness, and, at the same time, unobjectionable in the particulars alluded to.

That more regard should be manifested by the young to rules of etiquette and courtesy, must be admitted by every observing mind. There is too little reverence for age and authority, too slight a respect to laws of both man and God. The transition from boyhood to imagined manhood is altogether too rapid, as by it the son is, often, placed above the parent, and the taught become much wiser, *in their own estimation*, than their teachers. Boys, in their undue anxiety to become men, are neither men nor boys, but form a new, peculiar race.

It should be a prominent object with parents and teachers to correct public sentiment in relation to these particulars, and do all in their power, both by example and precept, to promote right feeling and action on the part of the young. True politeness and courtesy will have a pleasing and happy effect upon the whole life and character. They will form a passport to good society, a security against insult, a surety for good treatment, a guarantee for friendship and respect. A really courteous boy will rarely be guilty of violating any proper rule, or of conducting in an unbecoming manner in any place or at any time.

Some little habits of incivility are of so frequent occurrence, that boys are, sometimes, guilty of their indulgence without being aware of it, as in the following instance: "A gentleman once sent his son with a present to his newly-settled minister. On his return, the father, very naturally, asked him how he liked the new pastor. 'O,' said the lad, 'he is a beautiful man; he is so pleasant and kind that I cannot help liking him. Why, he invited me in, took me into his study, and told me to look at his books while he wrote you a note. He is really "first rate;" but, father, I believe the poor man is as "blind as a beetle." ' 'Blind! my son; what makes you think he is blind?' 'Why, because, father, when I came away, he asked me if I did not wear a cap; and, if he had not been blind, he might have known, for it was on my head all the time I was there.' "

True education requires the full development and free exercise of the better feelings of the heart; and the proper culture of these will exhibit their fruits in outward actions and expressions. Indeed, we are much inclined to form

an estimate of those with whom we meet or associate, from their mode of address, and from external appearances. If they are coarse and rude in their manners, rough and undignified in their salutations and remarks, or uncourteous and abrupt in their answers, we are disposed to avoid them, and regard them as unkind and uncompanionable. We do not expect to find much that is truly attractive or lovely in them; and if they possess some worthy qualities, their first appearance is so repulsive, that we are hardly prepared to receive or witness any evidence of real kindness and goodness. Again, we meet with those whose dignified and manly demeanor, social, cordial, and free manner, combined with genuine politeness and civility, at once attract and charm us. In every act and expression, they furnish such indubitable evidence of good breeding, and so kind and considerate a regard for the feelings of others, that we view them as noble specimens of a noble race. We can hardly imagine that they can, or will, be guilty of any wrong or unmanly act. By their pleasant and obliging deportment they command the respect and esteem of all with whom they associate, and exert a most powerful and happy influence.

If, then, politeness and civility will make us more agreeable, and better respected as companions, and, at the same time, add to our influence and happiness, it is certainly very desirable that the young be trained to observe them in all their actions and expressions. In giving and receiving friendly salutations, in asking and answering questions, and in all communications, the proper observance of rules of true politeness will demand no sacrifice. One boy is asked, by a stranger, the correct way to a certain house or street, and abruptly says, "I don't know,"

and with an expression of manner equivalent to "I don't care." Another lad, in answer to the same interrogatory, says, "I don't know, sir; but, if you will wait one minute, I will ascertain and tell you;" and off he runs, obtains the desired information, and returning with a smiling face, he imparts the same to the stranger, who will, by the very act and manner of the boy, feel that he is not *all a stranger*. Who would not, involuntarily, as it were, be disgusted with the first lad, and delighted with the second? And yet who has not met with just such instances in the streets, and even in stores? Many a merchant has lost valuable customers through the uncourteous and abrupt answers of clerks or boys in his employ. Inasmuch, then, as the true spirit of politeness will exert a controlling and salutary influence over the young, let the teacher see that he does what he can to promote such a spirit in himself and pupils. Especially, let him endeavor, in all his intercourse with them, to afford an example which will be worthy of imitation.

CHAPTER V.

CLEARNESS AND INGENUITY.

ALL know that many of the exercises of the school-room are, in themselves, dull and uninteresting. It should be a prominent object with the instructor so to illustrate and expand each exercise, as to vivify it and make it both clear and interesting. He should not be confined to the stereotyped text of the book, but should endeavor, by his own language, and by apt illustrations, to add to the attractiveness and utility of the passing recitation. Scholars, very frequently, repeat words and phrases without any well-defined idea of their true import. "A gentleman recently took up an apple, to show a niece, sixteen years of age, who had studied geography for several years, something about the shape and motion of the earth. She looked at him for a few minutes, and said, with much earnestness, 'Why, uncle, you don't really mean to say that the earth turns round, do you?' 'Certainly; did you not learn that several years ago?' 'Yes, sir,' said she; 'I *learned* it, but I never *knew* it before.' Now, it is obvious that this young lady had been laboring several years on the subject of geography, and groping in almost total darkness, because some kind friend did not show her, at the outset, by some familiar illustration, that the earth actually turned round."

The instructor should not only have a clear understand-

ing himself, but he should also be able to impart the same to his pupils. If he has occasion to allude to the rotundity of the earth, of its revolution as causing day and night, let him devise some simple method which will illustrate what is intended. With a little skill and interest, the judicious teacher may, and will, use some explanation which will help enlighten and confirm the subject under consideration.

We have, somewhere, seen an account of an original method adopted by a schoolmaster "out west" to represent a planetarium. He caused the largest and *laziest* boy in his school to take his stand in the centre, to represent the sun; and around him, upon the floor, were marked the orbits of the different planets. A small, *red*-headed boy was made to represent Mars, while a bright-eyed girl, a little larger, stood for Venus; another boy was Mercury, another the Earth, &c. &c.; and each was placed in the appropriate orbit. When all was properly arranged, the master would give all the planet representatives a start ahead, and at once the whole planetarium was in motion, and imparting to the members of the school a tolerably good idea of the solar system,—thus combining amusement and exercise with the study of an intricate and difficult science. It is not pretended that this was the very best and clearest illustration that could be devised; but who will not readily admit that it was much "better than nothing"? Let not the teacher, because he cannot give the very best plan, refrain from all plans; but let him strive so to combine clearness and simplicity in his methods of explanation, that everything may be easily comprehended by the minds of the young. Overwrought and elaborate

illustrations often mystify the very object they were intended to elucidate and simplify.

INDIVIDUALITY.

There is, probably, nothing which tends so much to prevent the development of rare excellence in teaching, as the habit of relying too much upon the experience of others, or of exclusive imitation in the modes of teaching and disciplining a school. Young teachers are, particularly, tempted to follow in the steps of those who have devoted many years and much attention to the business of instruction. This is all well enough, if the effort to imitate others is not carried to such excess as to destroy all individuality. Teachers — whether of limited or large experience — should ever be ready and willing to learn. They should possess a teachable spirit, and endeavor to draw instruction from all proper sources. If otherwise, they will grow wise only "in their own conceit." But, while gaining this knowledge, the teacher should be extremely careful that he does not allow himself to become a *servile copyist.* As he witnesses a mode of imparting instruction, or of disciplining, which appears to him perfect, he must not think that the same mode will prove equally efficacious or satisfactory in his own hands, or in his own school. Such can be the case only when there is a precise similarity between the teachers, and a close resemblance in the circumstances of the two schools. But, as no two schools and no two teachers exactly resemble each other, so the precise operation of an unvarying plan, or system, will not always produce the same or equally gratifying results.

Every school must have some system, and every

teacher, if he would be truly successful, must be, to some extent, exact and methodical in the execution of his plans. But he should be able to make and execute his own plans, and adapt them to ever-varying wants and circumstances. Unless he can do so, he will never excel; for a mere imitator never surpasses the person imitated. Yet, while the teacher may extract some information from a variety of sources, he should possess a discriminating and inventive mind, that he may wisely select, improve, and adjust, in order most happily and effectually to meet existing peculiarities.

From every teachers' convention or institute; from every visit to another's school; from every public or private discussion of school matters and questions; from almost every individual interested in educational affairs, — from all these, and from many other sources, the judicious teacher may, and will, receive many useful hints. But what he may thus acquire he must regard and use only as suggestive hints, which may in part, or in modified form, be incorporated into his own views and plans; for if he regards all that he hears as infallible, and, in consequence thereof, attempts an exact imitation, he may be very sure that disappointment will await him. He may follow so far as a similarity of circumstances will warrant, and perhaps not much further. A certain medicine, under a certain form of administration, and under certain circumstances on the part of the patient, may prove highly beneficial, while, under another form, and under a different combination of circumstances, it might be not only inefficacious, but positively hurtful. The truly successful and efficient teacher will be ever alive to obtain such information and aid as will increase his use-

fulness; but, unless he exhibits some traits of individuality in the application of his knowledge, he will never attain a high degree of excellence. "Let no man copy even himself too closely and constantly; that is, let him vary his plan and mode of teaching a little, from time to time, if he wishes to have it work well, and continue to interest himself and his scholars. 'Variety is the spice of life;' and surely a little of it is necessary in the too often monotonous and humdrum business of teaching A horse, it is said, will travel further in a day, over hill and valley, than over a dead-level plain; and we all know which would afford the most interesting and attractive ride. So, in the school-room, a little variety in the 'modus operandi' will contribute greatly to the interest of both teacher and pupils. Therefore, be not afraid to deviate a little from the beaten track, and, I repeat it, *imitate no man servilely;* for I do not believe there is any *one* system of government and instruction which is absolutely the best for every individual teacher. I believe that every man's *own* system is the *best* for him, though in forming his plan, and in carrying it into execution, he may derive important assistance from the experience and suggestions of others." *

*R. S. Howard.

CHAPTER VI.

KINDNESS, GENTLENESS, AND FORBEARANCE.

Pupils are prone to look to their teacher as an example and pattern, and they will feel safe in imitating him. If we except parents, there is no individual whose influence on the minds of the young is so strong as that of the instructor. Acting, as he does, "in loco parentis," he is often regarded with an affection akin to that felt for the parents themselves; and, it would sometimes appear, that the kind and amiable teacher exerted a more perfect control over his pupils than is exercised by the parents themselves. Be this as it may, it is the teacher's duty to let his every word and act give evidence that he possesses a kind spirit, and feels a tender and sincere regard for the wants and feelings of others. He should improve every fit occasion for inculcating the laws of kindness and enforcing the importance of doing good to all, as opportunity may offer. But, that his precepts may not fall powerless upon them, he should, in every proper manner and on every suitable occasion, seek to do them good, and act the part of a true and devoted friend. There is much truth in the saying, "Like begets like." A kind, pleasant, obliging instructor will, as a general thing, find kind, pleasant, and obliging pupils; while a morose, stern, and scolding teacher will always find impatient, fretful, and troublesome pupils.

"Kind words do not cost much; they never blister the tongue nor lips, and we never heard of any mental trouble arising from this quarter. Though they do not cost much, they help one's own good-nature. Soft words soften our own souls. Angry words are fuel to the flame of wrath, and make it burn fiercely. Kind words make other people good-natured. Cold words freeze people, and hot words scorch them, and bitter words make them bitter, and wrathful words make them wrathful. There is such a rush of all other words in our days, that it seems desirable to give kind words a chance among them. There are vain words, and idle words, and hasty words, and spiteful words, and empty words, and profane words, and warlike words. Kind words also produce their own image on men's souls, and a beautiful image it is. They quiet and comfort the hearer. They shame him out of his sour, morose, unkind feelings. We have not yet begun to use kind words in such abundance as they ought to be used." * Then, teacher,

"Speak gently to the little child,
So guileless and so free,
Who, with a trustful, loving heart,
Puts confidence in thee.
Speak not the cold and careless thoughts
Which time has taught *thee* well,
Nor breathe one word whose bitter tone
Distrust might seem to tell.

"If on that brow there rests a cloud,
However light it be,
Speak loving words, and let him feel
He has a friend in thee;

* Pascal.

And do not send him from thy side,
Till on his face shall rest
The joyous look and beaming smile
That mark a happy breast.

"O teach him — this should be your aim —
To cheer the aching heart,
To strive where thickest darkness reigns
Some radiance to impart;
To spread a peaceful, quiet calm,
Where dwells the noise of strife;
Thus doing good, and blessing all,
To spend the whole of life.

"To love, with pure affection deep,
All creatures, great and small;
And still a stronger love to bear
For Him who made them all.
Remember, 't is no common task
That thus to thee is given,
To rear a spirit fit to be
The 'habitant of heaven."

Nothing is more true than that "a soft answer turneth away wrath;" and gentleness of spirit and expression has a most happy influence. The following case is quite illustrative of this position: A merchant in London had a dispute with a Quaker respecting the settlement of an account. The merchant was determined to bring the question into court, a procedure which the Quaker earnestly deprecated, using every argument in his power to convince the merchant of his error; but the latter remained inflexible. Desirous of making the last effort, the Quaker called at the house of the merchant, one morning, and asked the servant if his master was at home. The merchant, hearing the inquiry and knowing the voice, called aloud from the top of the stairs, "Tell

that *rascal* I am *not* at home!" The Quaker, looking up towards him, calmly said, "Well, friend, God put thee in a better mind." The merchant was affected by the meekness of the reply, and, after more deliberately investigating the matter, he became convinced that he was wrong and the Quaker right. He requested to see him, and, after acknowledging his error, he said, "I have one question to ask you: How were you able with such patience, on various occasions, to bear my abuse?" "Friend," replied the Quaker, "I will tell thee." I was naturally as hot and as violent as thou art. I knew that to indulge this temper was sinful, and I also found that it was imprudent. I observed that men in a passion always speak very loud, and hence I thought, if I could control my voice, I could restrain my passion. I have, therefore, made it a rule never to suffer my voice to rise above a certain key; and, by a careful observance of this rule, I have, with the blessing of God, entirely mastered and subdued my naturally impetuous temper." The Quaker reasoned philosophically,— and others may profit, as the merchant did, from his example.

CHEERFULNESS.

If the teacher regards faithfully the precepts already named, he will feel cheerful; and it is highly desirable, on his own account, as well as for his school, that he should thus feel. "Cheerfulness and kindness, like the sun, warm and animate; and there is that in the heart of every child that never fails to respond to it. When a little fellow enters school in the morning, with his eyes sparkling with animation, and his face smiling with pleasure, the teacher should repay with an approving smile, and

then he will be happy for the day. But if, on the contrary, he is met with a frown, a warm little heart, gushing with tenderness, is chilled and frozen." How much do the cheerful and cordial tones, gentle movements, and friendly greetings and aids, of a father or mother, a brother or sister, do towards making home happy! So, too, how much may an instructor do to make the school-room attractive, by wearing a cheerful countenance, by using gentle tones, and by manifesting kindly feelings and sympathies! How quickly and surely will the pupils of a school learn to read in their teacher's countenance, as he enters the school-room, what will be the nature and condition of movements through the day! In the words of Goldsmith,

> "Well do the boding tremblers learn to trace
> The day's disasters in his morning face."

Is it not true that teachers are, often, too stern and precise in their movements? Some one has said of a teacher, that he wore a countenance which seemed to say, like the Old Farmer's Almanac, "Look out for a storm about this time," and with more certainty that the prognosticated storm would come than attends the prediction of the almanac. Now, if teachers would have happy and pleasant schools, they must be cheerful, ready to smile at any time themselves, and not unwilling to provoke laughter in their pupils. "Gentleness and cheerfulness form a sort of sweet atmosphere, which enters into a child's soul like the sunbeam into a rose-bud,— slowly, but surely, expanding it into beauty and vigor."

CHAPTER VII.

COMMON SENSE AND KNOWLEDGE OF HUMAN NATURE.

One may have at his command all the information contained within the covers of all the books ever published, and yet he will be, comparatively, a useless man, unless he exercises good sense and discrimination in the use of his knowledge, and, at the same time, possesses that understanding of human nature that will enable him to use and apply his information at the right time, as well as in the best way. In other words, he should know how, and when, and where, he can most wisely, acceptably, and efficiently, impart the desired instruction or influence. The teacher must take things as he finds them, and strive to improve them; and not, as is too often the case, by looking at things as he would desire to have them, so far separate himself from the *real* as to annul his influence and power in attempting to bring about the *desired* state of affairs. But let the instructor look at affairs as they are, all discouraging and objectionable though they be,— let him, by examining into the true state of matters as they exist, ascertain what difficulties, and obstacles, and prejudices must be surmounted or removed, before his efforts to draw upward can have a full and direct bearing. After a little preparatory examination and labor at the foundation, he may ascend, and draw his pupils after him. Who has not seen men stand-

ing at a distance, and vainly striving "with all their might" to move some object to which they had attached a cord? After much toiling and fretting at a remote point, a near approach to the object brought to view some trifling obstacle, whose removal was easily effected, and then the work, previously so impossible of accomplishment, was readily performed. So it is, frequently, with some teachers; they stand so far from the work to be executed that they do not observe the real nature and extent of the difficulties that cluster around it, at its very foundation. In taking charge of a school, the instructor should gain all possible information in relation to the parents for whom he is to labor, and with whom he should have a most friendly and coöperative spirit. He should learn what he can of their habits, their feelings, their prejudices, and their opinions; and then, with an enlarged and common-sense view of matters as he finds them, he should labor wisely and perseveringly to rectify errors and effect a right feeling and action; and, without manifesting aught of an impatient spirit, let him "learn to labor and to wait."

This common-sense view of things, and this knowledge of human nature, are no less desirable and important in the treatment and management of pupils than in reference to parents and guardians. The teacher should carefully study the characters, dispositions, habits, and influences of different pupils, that he may the better discipline and instruct them; otherwise, he may sometimes widely err. No two pupils are precisely alike, and hence no precise and undeviating course of discipline should be adopted, but a constant effort should be to have an adaptedness to individual circumstances and wants.

Hence, the instructor "must avail himself of every means to find out all the faults and excellences, the strong and weak points, of his pupils' character,— their temptations, their predilections, their difficult and easy processes. In short, he must study them symptomatically, as a faithful and discriminating physician does his patients, to know what they are, what they may become, and what ought to be done for them." *

GENERAL INFORMATION.

The remark is frequently made, that teachers are too seclusive in their habits, too exclusive in their views, and too sensitive in their feelings, and not sufficiently acquainted with the world and its operations as existing around them. "Mr. A.," it is said, "would make a most excellent and efficient teacher, if he would only mingle more with the people, and acquire more accurate knowledge of matters and things in general." And it must be confessed that, in many cases, there is too much of truth in the observation. To do well in the world, and exert the greatest amount of influence, the instructor should possess a familiar knowledge of general affairs. He should know something of the business community, with its various devices, tricks, and deceptions, that he may impart to his pupils a suitable degree of cautious prudence, to prepare them properly to encounter the temptations and treacherous arts with which they will surely meet when they take their stand on life's busy stage. He should also possess an acquaintance with the manners and customs of society, and the rules of etiquette

* Joseph Hale.

and propriety, that his own deportment and conversation, improved thereby, may have a happy effect on the minds of his pupils, and aid them in becoming useful and agreeable members of the community. He should be familiar with the various civil, religious, literary, and benevolent movements of the world, that he may the better discharge his duties, and secure the higher respect of those with whom and for whom he labors.

"But," say some, "while we admit the truth and feel the importance of what you say, we at the same time feel that the present situation of the instructor debars him from the attainment of the information and privileges alluded to." This is, too often, the case. So large a part of the teacher's time and energies is engrossed by the peculiar cares and exercises of the school-room, and the nature of his duties is such, that he is unfitted for spending the few leisure hours he may have, profitably, by participating in the common concerns or amusements of the day. He may, every morning, resolve upon certain plans of operation for the hours of evening; but the care and air of the school-room are sure so to prostrate and exhaust him as to incapacitate him from engaging *heartily* in anything but *rest*.

"And, moreover," say some, "the vast majority of teachers cannot afford to participate, respectably, in the social, literary, benevolent, or civil operations of the day. If they are young men, just entering the profession, they will find the scanty remuneration they receive hardly adequate to supply their absolute and immediate wants; and if one has a family dependent upon his efforts and resources, still more difficult will it be for him to devote any time or means to affairs not immediately con-

nected with the peculiar duties of his profession." But I will only add that teachers must labor patiently in every "good way and work,"— labor, it may be, under disheartening circumstances, but in the hope of a "better time coming"— a time which their well-directed efforts may hasten on,— a time which will honor and reward them, and bless the community.

"Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait."

A DESIRE TO DO GOOD, AND HOPEFULNESS.

That instructor who would be truly useful, and do something to elevate his chosen profession, must not labor solely for the passing time, nor for present popularity and favor. They who devote much of their attention, and bestow many of their thoughts, upon a preparation for some exhibition or ephemeral show, may gain a *temporary* elevation; but if this is more prominent in their minds than a desire, strongly felt, and sincerely and clearly manifested, *to do good*, by striving to prepare their pupils "to act well their parts in life," the elevation thus gained will only constitute a height from which fall will be inevitable and disastrous.

If teachers would gain a true and permanent elevation, they must, with unwearied zeal and diligence, exert themselves so to instruct and discipline those committed to their charge that they will become exemplary and useful citizens when they assume their stand on the busy stage of life.

Let the teacher well consider the high and responsible

nature of the duties incumbent on him. The youth, intrusted to his care and training, are the daily and hourly recipients of impressions which will contribute to increase their future weal or woe. Then, should he not, by the prompt and faithful discharge of every duty, strive to make only such impressions as will prove salutary? Let him not think too lightly of the children. The boys, who are now so thoughtlessly playing around him, amusing themselves in the pursuit of evanescent pleasures by engaging, in the exuberance of their spirit, in childhood's merry sports, may, in a few brief years, wield a mighty influence in the councils of our nation. May they, then, "in the days of their youth," receive from parents, and those who stand in "loco parentis," such instruction and such impressions as will best fit them for the honorable and useful discharge of every duty that they may be called to perform! May they be so trained, and so influenced, that, whether "the golden bowl be broken and the silver cord be loosed" when "life's opening buds are sweet," or not until the period when the "grasshopper shall become a burden," they may leave proof that life's measure has been wisely filled, and its duties well performed! Then may teachers and pupils anticipate a glorious reward in that "bright world" to which they hope to go; the former deriving never-ceasing pleasure from reflecting upon past fidelity towards those intrusted to their care, and the latter from a happy consciousness of having improved their time, and profited by all the privileges they had enjoyed, and the instructions they had received. The touching sentiment, so beautifully expressed by the poor Scotch girl, in one of Scott's works, should be deeply impressed upon the heart of

every teacher: "When the hour of trouble comes to the mind or to the body, or when the hour of death comes, that comes to high and low,—then it isna what we hae dune for oursells, but what we hae dune for others, that we think on maist pleasantly." Let not, then, the teacher be unmindful of the nature and value of his work, but, appreciating the thought so beautifully expressed by Bishop Doane in the following lines, let him "be up and doing," with the consciousness that, at some future time, reflection upon his "labors of love" will afford him the truest pleasure.

"Chisel in hand stood a sculptor-boy,
With his marble block before him,
And his face lit up with a smile of joy,
As an angel-dream passed o'er him.
He carved the dream on that shapeless stone,
With many a sharp incision;
With heaven's own light the sculpture shone,—
He had caught the angel-vision.

"Sculptors of life are we, as we stand
With our soul uncarved before us,
Waiting the hour when, at God's command,
Our life-dream passes o'er us.
If we carve it then on the yielding stone,
With many a sharp incision,
Its heavenly beauty shall be our own—
Our lives that angel-vision."

CHAPTER VIII.

CORRECT MORAL PRINCIPLES.

It is not meant by this that the doctrines and views of some particular sect should be countenanced or advocated. As our public schools are composed of pupils from all classes in society, and from families of every variety and shade of religious belief, it must appear obvious, to every reflecting and reasonable mind, that instruction, calculated to favor the peculiar tenets of a particular sect, should not be imparted in the school-room. But this can form no apology for all neglect of religious instruction. There are certain views and principles in relation to which there is an agreement on the part of the vast majority from all religious societies and orders. These are held in common, and may be freely discussed and urgently enforced without any objection on the score of sectarianism. Among these may be named the duty of love to our Creator, an affectionate and obedient regard to the wishes of parents, respect for the aged, and pity for the erring and unfortunate; the duties and relations that should be observed between brothers and sisters; the kindly nature of the intercourse which should exist between members of a school; obedience to those in authority; and that broad and well-defined sense of right and wrong, which so fully and clearly shines out from the divine rule which teaches us "to do unto others as we

would have others do unto us. The strong and faithful enforcement of this last would, itself, constitute the groundwork and the superstructure of all the material which it might be desirable to bring into the religious element of the school-room. And, I ask, if any reasonable and reflecting parent will or can object to the free perusal of the Holy Scriptures in school, or to judicious and earnest instruction on all the points to which allusion has been made? And, if fidelity and sincerity are manifested in reference to these, will not all be done that can be desired by any sect, under the existing state of affairs? It is to be hoped that the day is far distant when an oversensitive regard for sectarian views, and a feeling of jealousy towards others, will lead to a total abandonment of all religious and moral instruction in our schools.

I have alluded to the perusal of the Bible in school. I am not, however, prepared to assent to the views of those who advocate the use of the sacred volume as a drill-book in reading. In many particulars, it is true that it excels all other books, in affording excellent examples in the various styles of expression and reading. "The Scriptures contain, independently of a divine origin, more true sublimity, more exquisite beauty, purer morality, more important history, and finer strains both of poetry and eloquence, than could be collected, within the same compass, from all other books that were ever composed, in any age or in any idiom." *

It is not because the Bible is not full of excellent sayings, and consoling and instructive truths, beautifully expressed, that I would object to it as a reading-book,

* Sir William Jones.

but on the ground that its peculiar origin, and sacredness, and beauty, should keep it from being marred by the careless blunders of inexperienced readers. The Bible should be used in every school, and on every day, as a devotional exercise; but it should be read only by the teacher, and by such pupils as are able to read with a good degree of fluency and correctness,— and never, in public, by those who cannot read without "spelling out" and miscalling many of the words. The unsullied brightness of these "apples of gold in pictures of silver" should never be dimmed by a contact too rude and heedless.

EXEMPLARY HABITS AND DEPORTMENT.

The young are prone to imitation; and it would sometimes seem that they more readily contract those habits which are not peculiarly attractive and lovely than they do those of a more excellent and commendable nature. If instructors, in all their intercourse and actions, exhibit a strict and rigid adherence to those moral principles which should ever influence the good and upright, they will do much to inculcate a love for the same in the minds of their pupils. If they will, by example and precept, manifest a proper abhorrence of every form of sin and error; if they will discountenance wrong and oppression; if they will ever manifest a nice appreciation of the rights of others, and duly observe the same; if they will, at all times, and under all circumstances, exhibit a kind, forbearing, and courteous manner,— they cannot fail of exerting a salutary influence upon those committed to their charge and training. The force of example is all-powerful and pervading, and all are, more or

less, affected by influences with which they are constantly brought into contact.

A distinguished educator, a few years ago, travelled in the western part of our country, for the purpose of visiting various schools. He called at one, in which the teacher was seated with his hat upon his head, and a pipe in his mouth, attending to a recitation; and, as the smoke rolled from his mouth, it evidently afforded him more gratification than aught else within the walls of the school-room. Who will not admit that this man was imparting, in the most effectual way, lessons in favor of smoking and incivility? Of what avail would it be for an instructor to speak of the evil and folly of smoking, for instance, if he should himself continue to indulge in the habit? His practice would cry out, in thunder-tones, in opposition to his preaching. How can a teacher, with any hope of good effect, declaim against the prevalence of any wrong or injurious habit, so long as he shall, whether publicly or more privately, indulge in the same? It is only from the combined and harmonious force and operation of precept and example, that one can reasonably hope for favorable results.

The force of habit is exceedingly strong. Some one has very wisely said that good or bad habits formed in youth generally accompany us through life. If this is true (and who can doubt it?), with what care and earnestness should all who have anything to do with the young — and especially teachers — labor for the formation of correct and agreeable habits.

DILIGENCE.

It is important that an instructor should be diligent, both because he may thereby accomplish much, and

because he will, in being so, furnish a good example to his pupils. Let him, then, every day and constantly manifest a spirit of diligence in the prompt and earnest discharge of all his duties, and he will thus incite in those under him an industrious and active spirit. It is not easy to over-estimate the amount of work that may be accomplished by persevering diligence. Constant employment in a useful way will do much to keep scholars in a good state of discipline. "Napoleon used to say, 'If a dog has a bone to gnaw, he will not bite;' so, when he was emperor, he kept the populace of Paris quiet by giving them something to do, and by keeping them diligently employed upon great public works. Dr. Arnold adopted a similar course in the management of his school. He would not let his boys be idle, lest they should be discontented, and disposed to mischief. He was ever devising new plans, to create in his pupils, from time to time, fresh interest and diligence in their studies. Every experienced teacher knows there was much wisdom in this course." *

* J. Bates, Jr.

CHAPTER IX.

NEATNESS AND ORDER.

The instructor should be a man whose whole appearance and actions are characterized by a special regard to neatness and order. The young are wonderfully, though it may be unconsciously, influenced by the appearance and movements of those under whose care they pass much of their time. If an instructor is guilty of a want of cleanliness and neatness in his personal appearance or dress,— if he is, in any degree or in any respect, slovenly in his habits, or regardless of the rules of propriety and order,— his pupils will be very ready to imitate his example, and become the devoted followers of an unworthy leader. On the other hand, if a teacher is neat, and becomingly careful, in relation to his dress, and personal appearance and habits, prudent in his movements, and chaste and dignified in his deportment and conversation, he will exert a most salutary and powerful influence over the minds, the habits, and the speech, of the young beings intrusted to his training. In these, and in all other particulars, pupils will be very prone to imitate the example of him who is placed over them. It is well that such is the case; and it is desirable that the instructor should, constantly and strongly, feel that he teaches by example, no less than by precept. Indeed, he should feel that all his teachings, and all his precepts, will prove

like "water spilled on the ground," unless accompanied and confirmed by a good example. No teacher can reasonably expect his pupils to excel, or exhibit any marked improvement, in those particulars in which he is, in any manner, deficient.

The silent, though powerful and expanding, influence of example, is so evident, that no one should be employed to train the young who is careless in his habits, or regardless of his personal appearance. "What the teacher is, in these respects, the pupils will generally be; and unless they see better patterns at home, the standard of the teacher will be theirs also. If they see the teacher addicted to any habit, they will think it manly to imitate him. If he smokes, they will be likely to do the same. If he spits upon the floor, they will imitate his example. If his boots are seldom cleaned, theirs will be quite as seldom." The following story will strongly illustrate our position. It was taken from the *Christian Register*, and the incidents took place in a village where the teacher was particular in his personal appearance, and required his pupils to regard theirs. "When he took charge of the school, he noticed that the pupils, in muddy weather, were accustomed to enter the schoolroom, and stamp the mud upon the floor; or carry it to their seats, and soil the floor for a large space around them. No sweeping could clean such a floor; and, of course, none had been attempted oftener than once a week. Determined to make an attempt at reform, the teacher obtained a piece of iron hoop, and, nailing one end to the door, he fastened the other to a walnut stake that he drove into the ground. Every child was required to scrape his shoes before he entered the room; and the

consequence was, that the true floor became visible through the crust that covered it. The next step was, to get a rug for the entry; and a neat farmer's wife very readily gave him an old rug, that she could spare. It did not take him long to induce the habit of scraping and wiping the shoes; and a lad or a miss, who did not do this, was soon noticed by the rest, and made to feel that he or she had not done all that was required. Soon after the rug was introduced, the teacher ventured to have the whole floor of the school-room washed,— not scoured, for he had to do it himself, one Saturday afternoon,— and washing was all he was competent to do. When the scholars came, on Monday morning, it was evident they were taken by surprise. They had never seen the like before; the very knots in the floor were visible; and they gave several extra rubs and scrapes before they ventured to set foot on the beauties so strangely exposed. This is always the case; and we have known a man who exercised the muscles of his under jaw by chewing tobacco, and who would have spirted the saliva, without compunction, upon the floor of a school-room, running round a carpeted room like a crazy man, to find a place of deposit for his filth. So true is it, that neatness begets neatness, and a nice school-room is better treated by the untidy than a neglected one. The teacher thus introduced one thing after another, taking care not to go too fast; and, although he had no penalty for a breach of the rules of neatness, he introduced a public sentiment which restrained the pupils more effectually than the rod; and, as his own example was always made to second his rules, the children found no hardship or injustice in them. Amongst the scholars, was one little fellow, about

eight years old, named Freddy Gerrish, whose parents were poor, and cared but little for appearances, if the children had bread enough to eat from day to day. Freddy was the oldest of five children; and, when not at school, he was generally minding his brothers and sisters,— as the Irish term what we call tending, or taking care of them. One day, on his way home from school, he found an iron hoop, and, before night, he had a scraper at the only door of the house. It so happened, that, when his father came home, his boots were covered with bog-mud, and, almost for the first time in his life, he looked around for something to clean them. The scraper that Freddy had placed there was just the thing; and the little fellow was praised for his ingenuity. Soon after, a sheep was killed by a dog in a field near Mr. Gerrish's house, and, no one caring for it, Freddy offered to bury it, if he might have the skin, which had but little wool on it. He borrowed a jack-knife of a larger boy, and soon stripped off the skin from the body, and then, cutting as large a square out of it as he could, he went home, and proposed to his mother to nail it down in the entry. This was done, to please Freddy; and the baby was allowed to sit on it until father came home. The effect of Freddy's attempt to reform was soon felt; and his mother was no longer heard to say, as she often had done, 'It is of no use to sweep!' 'Wife,' said Mr. Gerrish, one evening, 'your floor is whiter than the wall; I must get some lime, and white-wash it, for Freddy's scraper seems to have a tail to it.' The room was shining white before another day was passed; and, as the cooking-utensils began to look ill, standing round the stove, Mr. Gerrish, who was a good farmer, changed

work with a carpenter, and had a set of shelves made, with a cupboard under them. One day, after she had scoured the floor, Mrs. Gerrish said to herself, 'I wonder whether I cannot paint this floor well enough for poor people; for, though a white floor looks well, it is easier to clean a painted one.' Freddy was despatched to the coach-maker's, to ask what some suitable paint would cost. 'How big is your room?' said the man, who had often noticed that Freddy was never among the boys that were doing mischief. 'Four times as long as I can reach, one way, and five times, the other,' said Freddy. The man applied the rule to Freddy's arms, and said, 'It will cost you half-a-dollar.' 'Who is to do the painting?' said the man. 'Mother, sir, is going to try, because she can't afford to pay for the paint and painting too; and she wants to do it before father comes home.' 'You love her, don't you?' said the coach-maker. 'I guess I do,' said Freddy; 'and she loves me, too, because I made a scraper at the door like Master Hall's, at the school. She says, if it had not been for the scraper, she never would have thought of the paint: and we are going to stay in the bed-room, or out o' doors, till the paint is dry.' 'I see through it,' said the man: 'go home, and tell your mother I will come presently, and paint the floor for nothing.' The boy was starting off, when the coach-maker recollected that half the charm was to consist in the wife's doing the work, and surprising her husband with a floor painted with her own hand; and he called the boy back, and asked him if his mother had any money. 'A little,' said he; 'she bought some yarn and knit three pairs of stockings while the baby was asleep, and sold them.' 'Here is the paint,' said the

man; 'I give it to you, my little fellow, because you love your mother.' The little fellow's eyes glared with astonishment at the idea of possessing so much paint, and being paid for so easy a task as loving his mother; and, as the big tears began to roll down his cheeks, he said, 'Mother will be able to buy the Bible, now.' 'What Bible?' said the coach-maker, who had become interested in the boy. 'The Bible for me to read every night and morning, as the master does.' 'I have some Bibles to give away,' said the man; 'and, if you will not spill the paint, you may take one under your arm.' 'I declare!' said Freddy, 'I don't know what mother will say to all this. How will she pay you, sir?' 'Would you like to do a little work for me, my little fellow?' 'I guess I should,' said Freddy; 'if I was big enough, I would work for you ever so long.' 'I want just such a scraper at my door as you made your father; and, if you will make me one, I will take it in full pay for the paint and the Bible.' 'I can't make one good enough for you,' said Freddy, bashfully. 'That is my look-out,' said the man; 'so, carry home the paint, and come when you can and make the scraper.' Freddy went home; and, when his mother saw him, with a book under one arm, and both hands holding on the paint-pot, she exclaimed, 'Why, Freddy, what have you done? I only told you to ask the price of the paint.' 'I know it,' said Freddy; 'but the man made a trade with me; and he is to give me all these, if I will make him a scraper for his door; and I am going to do it.' To make a long story short, the scraper at the school-door was the making of Mr. Gerrish and his family. The entire change of habits introduced into their humble dwelling not only led to

neatness and order, but to thrift and comfort. The scraper was made for the coach-maker, who continued to do a hundred other friendly acts for them. Freddy obtained an excellent education, and is an intelligent and wealthy farmer; and, when he built his new house, he carefully placed the old scraper by the side of the door, as if it were a talisman. Master Hall taught from district to district; and, being of a slender constitution, his health early failed, and he was quietly laid in the churchyard of a country town, unconscious that the seed he had sown had ever produced any fruit like that we have described. Freddy could never discover his resting-place; but he erected a cenotaph to his memory, near the school-house, which he also rebuilt, and, once a year, he collects the children of the village around it, and tells them the story of the scraper at the old school-door."

SELF-CONTROL.

Occasions will sometimes arise in which it will require the exercise of no inconsiderable degree of self-government, on the part of the teacher, to refrain from the use of harsh expressions and acts. A pupil may be guilty of gross misconduct, or of the most provoking impudence, and strongly excite the indignant feelings of a teacher. Let such an one be dealt with in a decided, though calm manner, and let the deserved punishment be inflicted more in sorrow than in anger, and it will be doubly effective. A parent may come, "full of rage," to complain of some real or imaginary wrong done his child,—or, more, he may come to inflict, or threaten the infliction, of personal chastisement. I say such cases may happen; and, in large schools, they will sometimes happen.

A boy will sometimes go home with a statement of his grievances so much exaggerated and distorted as to induce an over-indulgent and credulous father (who is prone to consider his children as infallible) without delay to seek the teacher, for "vengeance' sake." Now, as he approaches the instructor, "boiling over" with wrath, and "full of fight," it will tend to arouse kindred feelings in the mind of the teacher. But he should keep calm, and not cause anger to be increased by opposing anger. Let him not forget that "a soft answer turneth away wrath," and that "he who ruleth his spirit is more mighty than he who taketh a city." Let him speak calmly and kindly, giving such corrections and explanations as the case may demand, and, in nine cases out of ten, the angry man will be subdued, and return home "sane and in his right mind," a better friend to the teacher, and a more judicious father to his children. Let the teacher strive to meet all such cases as these with a spirit of kindness and self-control, and he will seldom fail of doing good.

The teacher should also endeavor to form, in his pupils, that spirit of calm self-possession which will enable them, at all times and in all situations, to conduct themselves with true discretion and manliness.

CHAPTER X.

EARNESTNESS, ENERGY, AND ENTHUSIASM.

EVERY intelligent being is under the strongest obligations to be an active, faithful, and earnest being. The very object of his existence demands that he should be so. Placed in a world in which sin, ignorance, and wretchedness abound, he is, on every hand, urged "to do with his might whatever his hands find to do;" and nothing short of an earnest devotion of heart and hand to every good work can give one any reasonable and well-grounded assurance that he is acting life's great part "wisely and well." And yet it is sad to see how small the number of those who engage in life's great work with anything like *earnestness!* How sad the thought, that, with so many, the chief desire is "a little more slumber, a little more folding of the hands to sleep"!

If one would be truly successful or useful in any vocation, he must be an enthusiastic and wide-awake man. But in no position is this so true as in relation to the business of teaching, and in no situation will a deficiency in this respect be more disastrously felt. A teacher is surrounded by young immortals, who are the constant recipients of impressions from his words, deeds, and looks. Their pliable minds may be easily beautified and ennobled, or, more easily, and almost irremediably, marred and debased. The teacher cannot move before these tender and susceptible minds without exerting some influ-

ence; and, if he is a good man, with a soul inspired for his high calling, he cannot fail of accomplishing a great and glorious work.

"Energy is omnipotent. The clouds which surround the houseless boy of to-day are dispersed, and he is invited to a palace. It is the work of energy. The child who is now a beggar in a few years to come may stand forth the admiration of angels. Who has not seen the life-giving power of energy? It makes the wilderness to blossom as the rose, whitens the ocean, navigates our rivers, levels mountains, paves with iron a highway from state to state, and sends thought, with the speed of lightning, from one extremity of the land to another. Without energy, what is man? — a fool, a clod."

Prof. Haddock thus speaks: "What the teacher is in his general character, his principles of life, his personal habits, his individual objects, his tastes and amusements, his whole bearing and demeanor, has as much to do in forming the spirit and shaping the destiny of his pupils as his more direct instructions. There is a certain air about a man, or, rather, a certain spirit in him, which determines, to a great degree, the influence of his whole life. It is not exactly what he knows, or what he says, or what he does, but a peculiar style of character in all these respects,— that which makes him one and the same man, everywhere, and upon all occasions. If of the right sort,— bright, earnest, open, kindly, full of cheerful hopes, and ennobled by reverence for truth and love of goodness,— this general character is itself a school, a model for young ambition, a fountain of good thoughts, a silent, insinuating, living stream, nourishing the roots and opening the buds of spring. In this character we

find the elements of that *enthusiasm*, without which great things are never done by anybody, in any sphere of life — *enthusiasm* (God in us) — a heavenly, divine spirit, moving us to attempt good ends by manly efforts, and, with an eye fixed on high objects, to labor earnestly and long, with a sturdy heart and cheerful face.

"It is said of Socrates, the greatest master of ancient Greece, that he saw, in a dream, a beautiful white swan flying towards him from the altar of Venus, and lighting in his lap. In a little time, the bird spread its wings again, and, rising into the air, went up, up, till it disappeared in the clear sky. The next day, while relating the dream to his pupils, Aristo came, leading to him his son Plato. Socrates fixed his eyes upon the lad, surveyed his broad, high forehead, and looked into his deep, clear eye, and exclaimed, 'Behold the swan of my school!' He trained the boy, with parental pride and parental hopes; and the swan of his school became the noblest mind in the literature of his country, and has, perhaps, impressed its influence more sensibly upon the Christian ages than any other uninspired intellect. When men are found capable of this enthusiastic interest in the education of the young, their price is above rubies."

A dull, monotonous, stereotyped teacher, will have a dull, monotonous, and stereotyped school; while an earnest, zealous, and enthusiastic teacher will so inspire and animate his pupils that they will manifest a deep and lively interest in every exercise before them. It is with much truth said, "As is the teacher, so will be the school." Teacher and pupils will, to a great degree, act and feel alike; and the kind, active, and zealous instructor

may gain an almost unlimited influence over the minds and feelings of his pupils, and lead them cheerfully onward and upward in the paths of wisdom and virtue; while, on the other hand, a dull and lifeless teacher will drag his pupils down to depths of apathy and listlessness, from which it will be no easy task to draw them forth again.

If a teacher feels a deep, lively, and abiding interest in the duties of his profession, he will succeed in awakening a corresponding interest on the part of his pupils and their parents; and, when teacher, parents, and pupils, are all actuated by a spirit of earnestness, energy, and true enthusiasm, in relation to school duties, we may expect progress and improvement of the most gratifying nature.

If the teacher rightly appreciates the nature and magnitude of his work, he *will* possess a spirit of true earnestness and enthusiasm. Let the teacher carefully weigh his duties, that he may rightly prepare to perform them. In the words of another,* "Let him daily enter, with fresh preparation, with interest, with energy, with the spirit of love, and a sound mind, upon his labors. Let him, at all times, feel that principle of love, and that sincere devotion to his profession, which are to be regarded as the sign and measure of high souls, and which, wisely directed, will accomplish much. His calling is honorable, and his labors will be felt and appreciated if he is faithful. Let him not be satisfied with his past success nor with his present attainments. Let his motto ever be onward and upward. Let him also be impressed

* Joshua Bates, Jr.

with the vast importance of his office. He deals with mind. He is called to educate immortal beings. He is stamping upon their souls impressions that will endure 'when the sun shall be blotted out, and the moon and stars shall withdraw their shining.' Should there be given to each teacher a broad tablet of polished silver, upon which he were required to inscribe some sentiment, to be read by thousands on earth and by angels in heaven, he would tremble in view of the important duty; he would desire that the sentiment might be truthful and wise, and such as would be approved above. Now, there are placed in the hands of every teacher many tablets,— not, indeed, of silver and gold, but tablets that shall endure when silver and gold shall have perished,— the immortal tablets of youthful minds. Upon these teachers are inscribing principles and sentiments, which thousands of their fellow-men will read with grief or joy, which all the angels of light will one day look upon with tears, or behold with exultations of joy."

CHAPTER XI.

JUDGMENT AND PRUDENCE.

The instances in which it will be necessary for an instructor to exercise sound judgment and prudence will frequently occur. He will sometimes be placed in situations in which he must act with great promptness and decision. He will have no time to consult others, and weigh opinions. He must judge quickly, and execute without delay. Now, in such cases, it must be evident that a teacher will sometimes fail of deciding upon the *best* course, or of acting in the *most judicious* manner. This must, of necessity, be so. But, while he cannot be expected always to adopt the wisest plan, it may be expected that he will not utterly fail, by pursuing a course entirely destitute of prudence. If the discipline of a pupil requires his attention, he should so manage that his purpose may not be frustrated by any imprudent act or word of his. Let him so view all circumstances, that he may, as nearly as possible, say and do the right thing in the right way, and at the right time. So, in regard to lessons, much judgment and discretion will be called for in deciding upon the capacity of scholars, and the proper adaptation of lessons to the same. With the exercise of good judgment and wise prudence, a teacher of ordinary qualifications may accomplish much; without them, one of superior attainments, in other particulars, may utterly fail of success. In many

situations, and under many circumstances, it will be necessary for teachers to be as "wise as serpents and harmless as doves."

SYSTEMATIC AND PUNCTUAL.

Every teacher, who would reasonably hope for good results, must have method and system in the arrangement and execution of all the exercises of the school-room. Wisdom in planning, and skill in performing, are the two great and essential elements of success in any undertaking, and emphatically so in the school-room. One of the first things for a teacher to do, on taking charge of a school, is, to ascertain what studies can be most profitably pursued, the amount of time that can be given to each exercise, and the best time in the day for attention to particular lessons. After classifying his school, he should decide upon the precise time at which each lesson shall be recited, so that scholars may always know when to be prepared. This will have a good effect upon the habits of the pupils, and be indispensable to the good order and progress of the school.

In commencing and closing school, in the time for recess, in the hearing of recitations, and in all the exercises of the school, there should be a special reference to punctuality and promptness. If the teacher errs but a trifle in these particulars, the pupils will be sure to deviate more. The best good of pupils, at school, and all through subsequent life, will be greatly promoted by the formation of firm habits of promptness and regularity. Without them, no man ever succeeded in rising to an exalted position of influence and usefulness; with them, thoroughly fixed and observed, it will be difficult to assign limits to progress and achievements. Teach the young to

ANECDOTE OF THE QUAKER.

"Act, — act in the living present,
Heart within, and God o'erhead!"

Teach them scrupulously and exactly to regard every engagement, and never to give the slightest countenance to that miserable, time-wasting custom, of saying, "It is eight until it is nine."

On a certain occasion, it was necessary that ten men should meet at a particular hour, for consultation on some important business. Nine of the number were punctual to a minute. The tenth came fifteen minutes after the time, and apologized for having lost so many minutes. "Friend," said a Quaker, who was one of the number, "thee can do as thee pleases with thine own time, but thee has no right to waste the time of others. In losing fifteen minutes of thy time, for which thou art accountable to God, thou hast caused the same loss of the time of nine men, to which thou hadst no possible claim."

INDEPENDENCE.

By independence, I would not be understood to mean that degree of rashness which prompts one to be entirely regardless of the feelings and opinions of others, nor that capriciousness which leads one to find fault with everything that does not precisely accord with his preconceived notions or present wishes, — nor yet that spirit which induces one to say smart and sharp things. Rash and censorious men may have many very excellent qualities and practical views; but they often defeat their own objects by the imprudence of their acts, or harshness of their expressions. Seeing things in a particular light themselves, they are too ready to condemn all who differ from them in any degree, — hardly admitting that vari-

ant views can be entertained with the slightest sincerity or honesty of purpose. Such men frequently cause trifling differences to increase, and alienate the best of friends. Some men are in the habit of forming their opinions not so much to accord with the exact truth, as to agree with what they really desire to have true; and hence they are apt to regard that as heaven-born truth which chimes in with their peculiar views, though it may be heaven-wide of real truth or justice.

There is another class of men who seem to congratulate themselves that they succeed without those aids which are so common and essential. They boast of their independence of all human agencies, and, under pretence of ascribing their imagined success to a higher power, really feel that they are above all power. A learned clergyman was once thus accosted by an uneducated preacher: "You, sir, have been to college, and to the theological school, I believe." "Yes, sir; I have been favored with their privileges." "I am thankful," said the illiterate one, "that the Lord has opened my mouth to speak without any learning." "A similar event," said the other, "took place in Balaam's time; but such things are of rare occurrence at the present day." It is not for such independence that I would plead; and such, it is to be hoped, teachers will never feel.

But by independence I mean a firm and courteous adherence *to*, and maintenance *of*, certain inalienable rights and privileges,—a manly decision, as the result of candid and deliberate examination. We live and labor in an age of change,—perhaps I may say a very notional age. On matters pertaining to education there is, certainly, no lack of variety of opinion. Almost every man

thinks he knows all about teaching, though no two think exactly alike. Those who *know* the least are often most ready to bind grievous burdens upon teachers, and yet have no disposition to lend a particle of aid in bearing the same. Under such a state of affairs, it is extremely desirable that the teacher be truly intelligent, wisely independent, and courteously decided; ever open to conviction, and yet willing to have others entertain an honest difference of opinion.

CHAPTER XII.

A PROFESSIONAL FEELING AND INTEREST.

It has often been said that teachers were too *seclusive* and *exclusive* in their feelings and efforts. There has been some truth in this. They have been too prone to confine their interest and labors as teachers to the school-room, almost regardless of the nature of the views and influences that existed in the community around them. They have been too ready to cast upon members of other professions work that seemed peculiarly to belong to themselves. Hence it is, that, until quite recently, the leading men in public educational movements have been those not engaged in teaching,— good men and zealous men, who have felt constrained to act, because they saw no suitable action on the part of those who should feel most interested, and be most active.

But the true interest and highest success of any profession will be best promoted by an active and leading interest on the part of its own members. "The true teacher will hold himself ready for every word and work which tends to bring his profession into esteem, and to place it in its proper light before the world. He will magnify his office and honor it, and so make it honorable. He will regard with indifference nothing which relates to his chosen profession. He will make it a point to keep himself informed in relation to its state and improve-

ments, both at home and abroad; and, when solicited to contribute to the support of a publication devoted to the interests of his profession, he will not refuse, with cold indifference, his aid and influence. Nor will he disdain to meet his brethren in the teachers' convention, as if he were perfect, and needed no more light and no more zeal. He will feel that teachers owe it to their profession to assemble themselves together often, both for their own individual improvement and for the good of their profession." *

But, while it is urged that teachers should feel an *esprit de corps*, it is also recommended that they should feel ready, with cheerful earnestness, to coöperate with others, in every suitable manner, and on every proper occasion. When teachers will come up to the faithful performance of all their public, as well as private, duties, — when they will become truly living and acting men, — the cause of popular education will be less encumbered with useless theories, and advance with a more healthy and efficient tone than it has hitherto done. Let no one stand aloof, and feel that *he* can do nothing, or that his efforts will be of no avail; for every one can do something. They who have one talent, no less than those who possess ten, have duties to perform, and they cannot disregard or slight them with impunity. May all teachers adopt the beautiful language and sentiment of the poet, and say,

"Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait!"

* J. D. Philbrick.

A DEEP AND WELL-GROUNDED INTEREST IN HIS WORK.

An instructor may possess, in a good degree, all the qualifications we have named, and yet, if, in addition to them, he does not feel a lively interest in his vocation, and a love for the young, with a strong desire to do them good, he cannot be, in the highest sense, an acceptable, efficient, and useful teacher. These last named are indispensable in order that those previously named may exhibit true vitality and power. One may possess the highest conceivable qualifications for the discharge of the duties of any situation, and yet accomplish but little, if he does not feel a deep interest in his work, in all particulars. The clergyman may preach eloquently, but, unless he also realizes, in his inmost soul, the full power and truth of the gospel preached, and strongly desires to promote the best good of those under his charge, his labors will be comparatively powerless. The lawyer may have a thorough, clear, and exact knowledge of all the principles of law, and yet fail of success, unless he can enter heartily into the feelings and circumstances of his clients, and be able to impress a jury with the conviction that he is laboring heartily for truth and justice's sake, rather than for mere fees' sake.

So, too, an instructor may have an accurate and well-defined knowledge of the various branches to be taught, and yet fail to interest those committed to his care and training. In the words of another, "No cynic, no hermit, no Diogenes, no cold, speculating philosopher, is fit for a teacher. He should have sweetness of disposition, affability of deportment, politeness of manners, dignity of person, agreeable colloquial powers, a ready and wise adaptation of himself to existing circumstances,

and a sincere love for his calling, and a strong desire to do good." Teacher, have you the qualifications named, and do you feel the importance of your work? If so,

"Droop not, though shame, sin and anguish, are round thee!
Bravely fling off the chain that hath bound thee!
Look to yon pure heaven smiling beyond thee!
Rest not content in thy darkness — a clod!
Work, for some good, be it ever so slowly;
Cherish some flower, be it ever so lowly;
Labor! all labor is noble and holy;
Let thy great deed be thy prayer to thy God."

Strive earnestly and constantly so to live, and so to teach, that you may, in life's maturer years, point, with a conscious satisfaction, to a multitude of useful and happy men and women, as "your jewels." Then will He, who approved and blessed your humble and sincere efforts, smile upon your declining years, and, by affording a hope of a glorious immortality, shed joy-giving rays about your pathway to the tomb.

When Daniel Webster last addressed a vast assemblage of citizens in Faneuil Hall, he uttered the following noble sentiments: "We seek to educate the people. We seek to improve men's moral and religious condition. In short, we seek to work upon mind, as well as on matter. And, in working on mind, it enlarges the human intellect and the human heart. We know, when we work upon materials immortal and imperishable, that they will bear the impress which we place upon them through endless ages to come. If we work upon marble, it will perish; if we work upon brass, time will efface it. If we rear temples, they will crumble to the dust. But, IF WE WORK ON MEN'S IMMORTAL MINDS, IF WE IMBUE

THEM WITH HIGH PRINCIPLES, WITH THE JUST FEAR OF GOD AND OF THEIR FELLOW-MEN, WE ENGRAVE ON THOSE TABLETS SOMETHING WHICH NO TIME CAN EFFACE, BUT WHICH WILL BRIGHTEN AND BRIGHTEN TO ALL ETERNITY."

Well may teachers apply the above to their peculiar work; and, while they may feel almost overwhelmed by the vastness of their labors, may they derive encouragement from the important and lasting results of true devotion and fidelity! As they are engaged in a glorious cause, so will they, if faithful and wise unto the end, receive a most glorious reward for all their efforts.

CHAPTER XIII.

MEANS OF SELF-IMPROVEMENT.

No man should feel that he lives for himself alone; but it should be the desire and determination of every one so to live that the world may be the better through his instrumentality. For the use we make of the talents we possess, whether one, two, or ten, we must give a strict and accurate account. And, while it is true that the obligations of individuals are great at all times, it is equally true that they are augmented by every new relation that may be assumed. When a person makes choice of a profession, and enters upon the discharge of its appropriate duties, he at once enlarges his sphere of action, and increases his responsibilities. He now owes no less to the community, but more to a profession of which he has become a member. When one engages in the business of teaching, he takes upon himself obligations of a most important character,— obligations which, rightly met, will exalt him in the scale of usefulness, and, in the end, secure to him Heaven's blessing. It is, then, the duty of every teacher, to do what he can to increase his means of usefulness. He should constantly aim at a more faithful, intelligent, and efficient discharge of the duties devolving upon him; ever seeking to increase his qualifications, and add to his stores of knowledge. The duties to be performed are alike arduous and important in their nature, and the results of a

wise performance of them will be highly beneficial, wide-spreading, and far-reaching. With as much brevity as may be, I will speak of some of the more prominent means of self-improvement.

1. *The preservation of a sound physical constitution.*

It is quite desirable that an instructor should possess a sound mind, and it is also essential that he should have it in a sound body, that both the jewel and the casket may deserve and command admiration, and exert a beneficial influence. How, then, shall a teacher best secure a "mens sana in corpore sano"? I answer, he must strictly refrain from all excesses in the indulgence of his appetites and passions, and faithfully regard the rules of temperance in all things. In his habits of eating, sleeping, &c., he should rigidly observe the rules of prudence and regularity. For any deviation or excessive indulgence, he will most assuredly suffer himself, and cause his school to suffer. Whatever he is, or whatever he feels, will, in a good degree, be felt by his pupils. The bond of sympathy will exist between teacher and taught, and, whenever a teacher manifests a depression of spirits, or a morbid sensitiveness, resulting from some excessive indulgence, his feelings will affect them. Hence it is, that we sometimes witness in a school a general state of restlessness and ennui.

The teacher should observe the greatest precision in his habits of exercise, and have a due regard to quality and quantity. In reference to this he cannot be too particular. The kind of exercise must depend upon circumstances. Different constitutions require different kinds,— nor will the same kind answer equally well for

the same person, at all times. The teacher must study his feelings in relation to this. In all cases, it should be such as will cause a desirable degree of action throughout the entire system. It should not be so long in continuance, nor so violent in degree, as to produce undue weariness. It should be taken regularly and judiciously. It will not suffice to take in one day a quantity sufficient for a week; but each day demands and should receive its due portion. It is of the utmost importance that exercise be taken in a spirit of cheerfulness; for he who takes it as a mere duty, and regards it as a kind of drudgery, will receive but little benefit from it. Let it, therefore, be the aim of the teacher to take proper exercise with cheerfulness, to be temperate and systematic in all his habits, and he will improve his health, invigorate his constitution, animate his spirits, and increase his energies. Without these, all other efforts for self-improvement will prove partially or wholly futile.

2. *Reading and studying works and periodicals on education.*

From the *experience*, and even from the *theories*, of others, one may learn many things; but he should be very careful that he does not become a mere servile imitator. It is not certain that the successful *experience* of one will prove equally satisfactory in all cases; and much less would it be safe to place perfect reliance upon the mere *theories* of others. The teacher, therefore, should read, that he may understand; and so understand that he may rightly discriminate, and adopt, or reject, as peculiar circumstances may demand. He should aim to enlighten his mind, and enlarge his views, by perusing the works of others; but he should use his acquired knowledge in

an independent manner, striving to adapt it, as far as may be, to his own peculiar circumstances or wants. He may draw some valuable thoughts, or hints, from almost any work on instruction, though its general tone and character may not be such as he would approve. Consequently, he should read, reflect, think, compare, discriminate. He must not read much at a time, but so read that he may thoroughly comprehend the writer's views; remembering that one is not so much benefited by the number of pages and volumes he may peruse, as by the mode of reading, and the quality of that which is read. It is sometimes the case that a single page of an author, carefully perused and pondered, will prove more profitable than an entire volume of some other author read in a careless, or thoughtless manner.

3. *The teacher should frequently commit his thoughts to paper.*

The habit of writing out one's views and thoughts is a very important one. To know much, or many things, without possessing the ability to express or communicate the same in a clear and intelligible manner, is worth but little. I would, therefore, recommend that the teacher should make it a practice often to write out his views on some subject, or write an account of what he may have read, with his own criticisms in relation to the same. In addition to this, it will be well for him, occasionally, to write articles for some work on education. This will do him good; and his articles, if well written, will do good to others,— thus causing a two-fold benefit. The *utterance* of a valuable thought or suggestion may prove serviceable to a very limited number, while the *publication* of the same may be productive of a much

more extensive good, and for a much longer period. Let the teacher endeavor to write often, and to express his thoughts so clearly that those for whom he writes may readily and fully comprehend him.

4. *If possible, let the teacher often meet and converse with some friend or friends, by whom he may be criticized.*

Teachers, not unfrequently, acquire a habit of using words and expressions which are not what they should be. If these words and expressions were pointed out in a pleasant way, by some friendly voice, the effect would be highly favorable. It is very desirable that we should, if possible, be made to see and hear ourselves as others see and hear us; and this we may do, in a good degree, by the help of some confiding and trusted friend. More than this,—a free interchange of opinions and feelings between those who are mutually interested in each other, and in like vocations, cannot fail of producing pleasing and profitable results. The teacher, then, should endeavor always to have a few friends to whom he will feel free to speak in relation to any improprieties, or inaccuracies of manner, habit, pronunciation, or expression,—being equally ready to receive promptings or hints of a similar nature in return. Candid and free criticisms, given or received in a spirit of friendly candor, will be of great service to all concerned. "Faithful are the wounds of a friend."

5. *Teachers' Associations and Institutes.*

It is quite desirable that those who are engaged in the same vocation should often meet together for purposes of mutual improvement. Hence the formation of various educational associations has tended greatly to improve

and elevate the professional character and standing of the teacher. But a mere listless attendance upon such meetings can do but little good. It should be a leading object and desire, of those who attend, to impart some valuable thoughts and suggestions to others, while they are themselves the recipients of useful hints and ideas from others. No one, who possesses the heart and spirit of a true teacher, can attend any teachers' meeting, or teachers' institute, without gaining many valuable thoughts and views. The *experience* of others may enlighten, confirm, encourage, or stimulate him; and the *theories* of others may prove variously beneficial. Moreover, the opportunities which such meetings afford for the cultivation of the friendly and social feelings, and for the promotion of a true professional spirit, are of no inconsiderable importance. It is alike pleasant and profitable, for those of a common pursuit and a common interest, often to meet and "hold sweet counsel together." They will return to their appropriate positions of labor with fresh courage, new impulses, clearer views, and more definite aims and designs. "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend."

But, while at such meetings we may listen with interest to the various experiences which may be related, we must listen with cautious prudence, for experiences often help also to prove widely different results. One man may speak of certain difficulties which he has encountered and overcome by certain processes, while another has done the same by very different means. One will tell how completely and admirably he has subdued and controlled turbulence by continued kindness; and another may cite similar cases in his own experience, and affirm that, after

kindness had proved entirely ineffectual, the administration of severe punishment had effected the most desirable and pleasing results. Now, which shall the young and inexperienced teacher regard as *the* course to pursue? In reply, I would say, follow neither, exclusively. With some pupils, and under some circumstances, one course may be preferable, while a change of circumstances would render it far otherwise. Therefore, I would not only urge that one should listen with interest to all that may be said, but, also, that he should adopt with discrimination and caution; and that he should never attempt to apply to practice what he may hear, only so far as a similarity in circumstances will warrant such application. In drawing from the experience and wisdom of others, he must not divest himself of all individuality, and become a mere passive recipient, or a willing tool. His own views and plans may be modified by the views and plans of those who are older, but he must never adopt, as a whole, the modes of such, unless he is convinced that there is a very exact resemblance, not only on the part of himself and his prototype, but, also, of the two schools under consideration.

But I would urge, as another means of professional advancement, that teachers in the same town or city cultivate each other's acquaintance, and hold occasional meetings for the discussion of subjects of a common interest. Such meetings will do much towards promoting that sympathy and kindly feeling, which should exist between members of the same profession, and will also afford opportunities for imparting and receiving instruction. If any class of men should be united, as in a common brotherhood, surely teachers should be so. Let

each one, then, feel that by every valuable hint he may impart *to* others, as well as by every aid he may receive *from* others, he will be doing something to raise himself and his profession in the scale of usefulness and honor. Let all labor, singly and unitedly, to remove obstacles, dispel prejudices, enlighten the community, and cause the profession to take and sustain an elevation to which its true importance entitles it; and then the extent of its influence will be unbounded, the amount of its usefulness unsurpassed, and, perhaps, unequalled. A share of the *work* belongs to each; the *blessings*, resulting therefrom, to the world.

6. *Visiting the schools of others, and witnessing their modes of teaching and disciplining.*

The benefits derived by a teacher, from occasional visits to the schools of others, are neither few nor trivial. No two teachers are precisely alike in their modes of discipline or methods of instruction; nor is it desirable that they should be so. While in all some excellences may be found, we can hardly expect to find in any *one*, that rare combination of them which will entitle him to the epithet of *perfect*. To visit the schools of others with profit, one should possess a candid and teachable spirit. He must not feel that he has already attained the mark of perfection, but that, with all the aids at his command, he can only hope for a nearer approximation to it. Conscious, though he may be, that he possesses many qualities of importance to an instructor, he must, at the same time, readily admit that others may have the same, and, perhaps, some that he does not possess. However skilful and successful a teacher may be, it will rarely happen that he can find a school in

which he can spend a half-day without profit. If he shall see nothing worthy of close imitation, he may witness exercises which will abound in suggestive hints. He may, even, as a spectator, observe errors in a new and peculiar light, which have existed in his own school, as it were unnoticed, for a long period; so true is it that the same thing may make a different impression when surrounded by a different combination of circumstances, or viewed from a new position. Faults may exist, and do exist, in most schools, which have been formed so gradually and imperceptibly that their existence is hardly known. A visit to another school, in which the same fault may prevail, and in no greater degree, will present an aspect entirely new, and lead the visitor to a more watchful supervision over his own flock. But, in order that these visits may result in good, they should be made and received in the spirit of perfect kindness and frankness. If a brother teacher calls at my school in order to benefit himself, he will wish to have me pursue my own course, and allow him to be present merely as a spectator, that, if possible, he may profit from any merits I may possess, or be made more self-watchful and careful by witnessing my errors. If he is a benevolent man, and wishes to *do* good as well as to *receive* good, he will, in a kindly way, allude to any defects he may notice, and make any suggestions which he may think for my good. In this way, each may confer and receive benefit.

7. *By gaining a knowledge of the various important improvements and changes in the community.*

The truly successful and acceptable teacher should possess much and varied knowledge. His views on all subjects of interest should be so matured and so distinct

that he may readily impart information to others. He should, therefore, constantly strive to acquire a thorough and definite understanding of the general operations in relation to the several departments of society. He should study to gain information concerning the civil, religious, and literary condition of the various countries of the world. The many improvements in the arts and sciences, the progress of manufactures, the state of agriculture, the interests and condition of the commercial world, should be so familiar to him that he may easily and clearly impart information of them to others. In fine, the teacher, who would look for a high degree of success, must improve himself by storing his mind with a variety of knowledge on all subjects of a general interest. The acquisition of this knowledge will prove highly beneficial to him, while its possession will add much to his usefulness and influence.

I have thus, very briefly, alluded to some of the ways in which a teacher may enlighten himself, and become qualified for extensive usefulness as an instructor of the young. The work before him is an arduous and highly responsible one, but in the faithful and judicious performance of it he will find many pleasant rewards. Let it, then, be his earnest desire and constant aim to improve himself, that he may be the instrument of improvement to others. Let him labor diligently,— labor heartily,— labor wisely,— labor hopefully,— and his efforts will be owned and blessed by the Great Teacher, to whom he should unceasingly look for the aid and guidance so much needed, and which He alone can grant.

A beautiful and impressive custom is said to prevail among the Swiss herdsmen in the Alpine districts. "As

soon as the sun has disappeared in the valleys, and his last rays are just glimmering on the summits of the mountains, the herdsman who dwells upon the loftiest peak takes his horn and trumpets forth, '*Ruft durch Diess Sprachrohr!*'—'Praise God, the Lord!' All the herdsmen in the neighborhood, on hearing this, come out of their huts, take their horns, and repeat the words. This often continues for a quarter of an hour, and the name of God and praise to his name are echoed and reëchoed among the mountains and through the valleys. A profound and solemn silence follows; every individual offers his secret prayers on bended knees and with uncovered head. By this time it is quite dark. 'Good-night!' trumpets forth the herdsman of the loftiest summit; — 'Good-night!' is repeated on all the mountains, from horns of the herdsmen and cliffs of the rocks,— after which, each one lays himself down to sleep."

And may we not hope for the time when teachers, possessed of a high degree of preparation, will, by their fidelity and well-directed labors, cause the name of God to be praised in the virtue, morality and intelligence, which will be generally diffused by their instrumentality? Then may they hope for a sweet retirement to that repose and reward which await the faithful and devoted steward.

In an address to a convention of teachers, many years ago, Pres. Wayland thus spoke of the teacher's profession: "What though it do not confer wealth? it confers a higher boon — the privilege of being useful. What though it lead not to the falsely-named *heights* of political eminence? it leads to what is far better,— the sources of real power, — for it renders intellectual ability neces-

sary to success. I do verily believe that nothing so cultivates the powers of a man's own mind as thorough, generous, liberal, and indefatigable teaching. But the profession of the teacher has rewards,— rich rewards, peculiar to itself. What can be more delightful, to a philanthropic mind, than to behold intellectual power increased a hundred-fold by our exertions, talent developed by our assiduity, passions eradicated by our counsel, and a multitude of men pouring abroad over society the lustre of a virtuous example, and becoming meet to be inheritors with the saints in light,— and all in consequence of the direction which we, as teachers, have given to them in youth? What profession has or can have higher rewards?"

CHAPTER XIV.

TEACHING.

An instructor may possess every desired literary and personal qualification, and yet fail of producing favorable results, unless he wisely comprehends the nature of teaching. It is often the case that the teacher performs too much of the work that should be performed by his pupils. It is sometimes much easier for him to do it than it is to cause them to do it. But this does not answer the design of education — it is not *teaching*. It is for the best good of the pupils that they be induced to depend, mainly, upon their own efforts and resources; and it should be a prominent object of the instructor to train and discipline them to habits of self-reliance and patient thought. In other words, he should strive *to teach them to learn*. He must render some aid; but the greater danger is in the excess, and not in the deficiency. It is usually the case that one extreme follows another. This is true in all departments. It is frequently so in educational matters. In past years, teachers have sometimes left their pupils too much to the words and rules of the text-book. They have explained but little, and have not often deviated from the words of the book. This was considered an error; and in the attempt to produce a change, some over-reached the proper bounds, and went much too far. Oral teaching, with such, became the only true method of instruction, and

text-books were regarded as superfluous articles, if not as positive evils. The teacher was to utter words of knowledge, and the pupils were to receive them; and those who could not teach without books were no longer qualified for their situations. But we have reason to rejoice that, while this *exclusive* feeling for oral instruction has gained but little ground in the community, teachers have been induced to give more attention to the general subject. Of course, we do not object to a degree of oral instruction. Every good and successful teacher will make use of it, but he will use it cautiously. The constant and excessive practice of simplifying and diluting every exercise that comes before a class, or encumbering it with wordy explanations, only tends to make puny and inefficient scholars. The true business of the educator is to "draw out" and expand the mental faculties of his pupils, and thus superinduce vigor of thought and originality of action; not to think and act for them, but to cause them to think and act for themselves. But we might almost infer that many regard the mind of a child as a sort of passive recipient, into which knowledge may be poured, both *ad libitum et ad infinitum.* Unfortunately, however, such knowledge is inclined to run out, and the oft-repeated filling of the receptacle only makes it the more certain that the operation will require repetition.

If I mistake not, the correct course is, to induce pupils to *study* their lessons until they shall not only commit the substance to memory, but, in a good degree, comprehend the principles contained therein, and their general application. The teacher's skill should be exercised in expanding and extending the subject, in order to

test the understanding of the pupils, and, at the same time, more clearly to elucidate and confirm the same. This may very properly be done by oral instruction. It should, however, be imparted in such a manner as to elicit the views of the pupils, and awaken thought and mental action. Otherwise, a lesson may be explained to a class, and, at the time, made apparently plain, and yet, if the several members have not, in a great measure, discovered the facts and principles by their own patient application, they will soon forget what has been rendered so simple by extraneous aid. There is nothing which demands so much skill, judgment, and prudence, in the teacher, as the proper mode and extent of rendering assistance to his pupils. He must not only know how and when *to* give, but, also, how and when *not* to give, and still inspire a cheerful spirit of perseverance on the part of the young aspirant after knowledge. In reality, the mind should be so cultivated that it may *produce*, as well as receive; for, however much it may receive, it can accomplish but little real good in the community, unless it possesses the power of producing. One has very truly said, "It is not that which is done for a pupil that is most valuable to him and others, but that which he is led *to do for himself*."

The longer pupils can be induced to study and think, in the investigation of a truth or principle, the more valuable will it be to them when attained, and their minds will be the better prepared to grasp and comprehend other and future difficulties.

The true nature and design of education are thus beautifully and forcibly expressed by the lamented Channing, and they should never be lost sight of by the teacher :

"To educate a man, is to unfold his faculties — to give him the free and full use of his powers, and especially of his best powers. It is, first, to train the intellect, to give him a love of truth, and to instruct him in the processes by which it may be acquired. It is to train him to soundness of judgment, to teach him to weigh evidence, and to guard him against the common sources of error. It is to give him a thirst for knowledge, which will keep his faculties in action throughout life. It is to aid him in the study of the outward world, to initiate him into the physical sciences, so that he will understand the principles of his trade or profession, and will be able to comprehend the phenomena that are continually passing before his eyes. It is to make him acquainted with his own nature, to give him that most important means of improvement, self-comprehension.

"In the next place, to educate a man is to train the conscience, to give him a quick, keen discernment of the right, to teach him duty in its great principles and minute applications, to establish in him immovable principles of action. It is to show his true position in the world, his true relation to God and his fellow-beings, and immutable obligations laid on him by these. It is to inspire him with the idea of perfection, to give him a high moral aim, and to show how this may be maintained in the commonest toils, and how everything may be made to contribute to its accomplishment.

"Further, to educate a man, in this country, is to train him to be a good citizen, to establish him in the principles of political science, to make him acquainted with our history, government, and laws; to teach him our great interests as a nation, and the policy by which

they are to be advanced; and to impress him deeply with his responsibilities in this great trust — his obligations to disinterested patriotism as the citizen of a free state.

"Again; to educate a man is to cultivate his imagination and taste, to awaken his sensibility to the beautiful in nature and art, to give him the capacity of enjoying the writings of men of genius, and to prepare him for the innocent and refined pleasures of literature.

"I will only add, that to educate a man is to cultivate his power of expression, so that he can bring out his thoughts with clearness and strength, and exert a moral influence over his fellow-creatures. This is essential to true enjoyment and improvement of social life."

Again; the teacher should strive to incite in his pupils a desire to do *well*, rather than much, remembering that a *little*, *well done*, is far preferable to much that is but *half* done. He should urge them to thoroughness in all that they do; and, to this end, the exercise of the passing hour, whether it be a spelling lesson or a mathematical problem, should be made *the* exercise, and receive perfect and undivided attention, and be carefully attended to and clearly understood. He should labor to make his pupils feel that the chief merit consists in the manner and perfection of their performances; that, while many can do, but few do well, and that fewer still excel. He should cause them to realize that, in subsequent life, no employment or profession can honor, elevate, and reward them, unless first, by their own ability and well-applied talents and efforts, they have contributed to adorn and elevate the business or profession of their choice; — in other words, he should instruct them, in whatever pur-

suit they may engage, to perform its duties well and thoroughly, and, if their calling is a laudable one, success and honor must and will attend them. There once lived in Boston a noted and very wealthy merchant, familiarly known as Billy Gray. When he was somewhat advanced in years, he was one day superintending a piece of carpenter's work, and had occasion to censure a workman for not doing his work *well*. The carpenter had known Billy Gray in youth, and, rather sensitive at the reproof thus administered, he said, "Billy Gray, what do you presume to scold me for? You are a rich man, 't is true; but did n't I know you when you were nothing but a drummer?" "Well," said Mr. Gray, "did n't I drum *well*,— eh? did n't I drum *well*?"

Another particular, from which the business of teaching has suffered, and now suffers, is, the tendency to require too many studies. This evil, also, follows one of an opposite nature. In former days, it was not customary to pursue many branches. In our common schools, reading, writing, and arithmetic, constituted the catalogue of studies. These, truly, were some of the more essential, but by no means *all* that were important. The subject of studies was considered and discussed, and more branches were, very properly, introduced into our schools. But, the attention once aroused, the true medium was soon passed, and the evil of *variety* has followed that of *deficiency*. This, certainly, calls for consideration; for nothing so much conduces to mental confusion and superficialism as attention to numerous branches at the same time. The mind, to be sure, needs some variety, some change. Too long confinement to one subject will fatigue it, and, if I may use the expression, monotonize it; but

too great a variety will distract and weaken it. It should, therefore, be a prominent object with the teacher to ascertain the number and the kind of studies which his classes can pursue to advantage, and, having satisfied himself, he should not be swayed by the wishes of such pupils as are constantly seeking for some new thing, — for some higher study. He should never allow variety to take the place of thoroughness, but ever strive to induce his pupils to feel that the only sure way to gain promotion in their studies is to merit it by first obtaining a clear and full understanding of the more simple, but not less important branches.

"Children who have the habit of listening to words without understanding them, yawn and writhe with manifest symptoms of disgust whenever they are compelled to hear sounds which convey no idea to their minds. All supernumerary words should be avoided, in cultivating the power of attention. A few years ago, a gentleman brought two Esquimaux to London. He wished to amuse, and, at the same time, astonish them, with the magnificence of the metropolis. For this purpose, having equipped them like English gentlemen, he took them out, one morning, to walk through the streets of London. They walked for several hours in silence; they expressed neither pleasure nor admiration at anything they saw. When their walk was ended, they appeared uncommonly melancholy and stupefied; as soon as they got home, they sat down, with their elbows upon their knees, and hid their faces between their hands. The only words they could be brought to utter were, "Too much smoke — too much noise — too much houses — too much men — too much everything."

So it often is with the young, in some schools; so many things are pressed upon their notice at once that they obtain no well-grounded and definite knowledge of anything, and they may well say, "Too much — too much — too much." If any one asks why I so expand upon and enforce my views on this point, I can only adopt the principle used by a clergyman, to whom complaint was made because he repeated a certain sermon, and who replied, "When you live up to that sermon, I will stop preaching it." When teachers will so far regard the nature of the child's mind and faculties as to pay regard to the views that have already been advanced, their further repetition will be no longer necessary; but, until then, there must be "line upon line, here a little and there a little."

The following very sensible observations on "Teaching and Learning" are from the pen of the Rev. Wm. Bates. They were written for the *Massachusetts Teacher*, and are taken from that excellent journal, as being peculiarly appropriate in this connection:

"The terms Teaching and Learning are reciprocal, but not convertible. They both denote the same relation; but each implies a distinct, related object, and indicates the peculiar action of this object or person in its appropriate relation. *To teach* is one thing, *to learn* is another,— and, though related to the former act, is entirely distinct from it, and performed by a different agent. It is true, the verb *to learn* is often vulgarly used interchangeably with the correlative term *to teach*, and this usage has sometimes been sanctioned by high literary authority. But it is time that this anomaly should be excluded as well from our colloquial as from

our written language. *To teach* is to communicate knowledge — to give instruction; *to learn* is to acquire knowledge — to be instructed. The teacher gives; the learner receives. The teacher imparts; the learner acquires. The teacher (truly without diminishing his acquired stock, which actually increases, in his own mind, while it is thus diffused into the minds of others) communicates what he has previously learned; and the learner makes what is thus communicated to him his own. The teacher, therefore, in the appropriate functions of his office, performs an act, depending on his own will, over which no other mind has control; while the learner, by the exercise of mental powers equally his own, makes an acquisition, corresponding with the strength of those powers, and the energy with which they are exercised.

"Nor is this analysis of the relation between teacher and learner, or this proposed definite and precise use of the term *learn*, embarrassed by the fact that men are sometimes said to be self-taught. For, in cases in which this epithet is used with propriety, the learners make to themselves teachers. The very instruments and means by which they acquire knowledge are their teachers. They hear the voice of nature; they listen to the instructions of revelation. They learn by observation and experience. The word and the works of God are their teachers; and, as truly as in any case, they sustain the subjective relation of pupils, recipients,— inquisitive, active recipients; putting forth their powers to reach the coming knowledge, and to mould and fashion it to their own capacities and habits of association, and thus making it their own, and preparing it for future use.

"These critical remarks, however, are here introduced,

not so much for the sake of grammatical accuracy, as for the purpose of establishing a general principle for the guidance of practical teachers, and the benefit and highest improvement of their pupils. For, so far as the term *to learn* is used to denote the act of him who communicates knowledge, it implies a state of passivity in him to whom the communication is made; and thus, as the necessity of active exertion, on his part, seems to be superseded, all voluntary effort is discouraged, and he becomes indolent and inactive, of course. Indeed, the consequences of such an impression, as it is naturally made by the careless use of this term (though that impression be but a floating opinion), must be everywhere, and on all minds, pernicious and unfavorable, if not fatal, to high attainments in literature and science. Such an impression on the public mind must lead to the adoption of injudicious expedients to promote the cause of general education,— expedients which may be of temporary, apparent utility, but such as must ultimately depress the standard of learning, enervate the mental powers of the rising generation, make smatterers and sciolists, and produce a race of superficial thinkers, instead of ripe scholars, of vigorous intellects and high attainments. Such an impression, or rather sentiment, however indistinct, must produce, in the mind of the pupil, indolence and stupid inaction; in that of the teacher, discouragement and a spirit of formality; in that of the parent, and even the friend and patron of learning, a disposition to complain and find fault with the most laborious and faithful teachers.

"Let it never be forgotten, then, that the act of learning belongs to the pupil, and not to the teacher. Indeed,

activity of mind is as requisite in the one as it is in the other, in order to secure the happy results of education, and especially of intellectual education. The pupil, as we said, must learn for himself. This is his own appropriate work,— a work which must be performed by himself; it cannot be done for him, by another. In order to acquire knowledge, he must put forth personal effort. He must seek, if he would find; he must strive, if he would ascend the hill and enter the temple of science. In other words, his mind must be in a recipient state,— wakeful, active, putting forth its powers and pushing forward its susceptibilities,— before he can participate in the benefits of the best instruction. Without this preparation in the pupil, and consequent reciprocal action with the teacher, all the labors of the latter will be lost. The knowledge imparted by the teacher will find no reception, certainly no permanent lodgment, in the sluggish mind of the pupil. Instruction, to constitute education, must be received, as well as given; and so received as to exercise and discipline the faculties of the mind which it enters,— so received as to be permanently held, — so received and held as to become incorporated with the mental powers themselves, and ready for appropriate use. It must, indeed, become the absolute property of the mind receiving it, and be retained by that mind, not as a thing of arbitrary association and memory merely, but it must so interpenetrate this recipient mind, diffuse itself through it, and become assimilated to it, as substantially to constitute a part of the mind itself.

"This doctrine of mental activity in the learner, as here stated, if true, is obviously a highly important and practical doctrine,— important to teacher and pupil, to

parents, and the friends and patrons of education. Many practical lessons may be found in it, and many valuable inferences drawn from it, adapted to the circumstances of the age and the condition of our schools. The space allotted to this article, however, will not allow a full statement and particular illustration of them in this connection. It will, therefore, be closed with a few hints, thrown out without much order, and designed principally for the consideration of professional teachers:

"1. The teacher should devise means and adopt expedients to excite the curiosity and rouse the energies of his pupils.

"2. He should then endeavor to fix their attention, and concentrate their awakened energies, on the prescribed subject of inquiry and instruction.

"3. He should connect with his instructions, as far as possible, what is interesting and attractive; so that the associations formed in the minds of his pupils will leave them in love with the subject of investigation, and, in proper time, bring them back to the pursuit with readiness and alacrity.

"4. He should carefully prescribe for each scholar in his school a proper number of branches, to be pursued in a given time; so as not to distract attention by variety, nor weary and exhaust it by dull uniformity.

"5. He should exclude from his illustrations, as far as practicable, everything calculated to divert the minds of his pupils from the principal subject of investigation.

"6. He should be careful that awakened curiosity be not gratified too soon, by unnecessary and superabundant aid, leaving no motive and no opportunity for effort on the part of his pupils; nor, on the other hand, be suffered

to evaporate, and end in despair, for the want of timely and necessary aid, to enable them to overcome appalling difficulties. With this view, he should intermingle with text-book instruction a due proportion of familiar lecturing; enough of the one with the other to guard against the pernicious effects of excess in either.

"7. He should prepare, select, or adapt his text-books, with a due regard to the capacities of his pupils, and with reference to the development and exercise of their various powers of mind, as well as to the immediate acquisition of knowledge. If text-books are too plain and simple, they will either enervate or disgust; if too concise, abstruse, and deficient in illustration, they will vex and discourage; and in both cases produce mental inaction. The pupil must be made to work; but he must work voluntarily, cheerfully, with hope. Aided too much, his energies remain dormant; too little, they are soon exhausted, and he sinks into a state of despair; and thus both excess and deficiency produce the same pernicious result.

"8. The teacher, in all his plans of government and instruction, should keep in view the principal business assigned him. This, in our view, and as far as intellectual education is involved, is, to rouse the curiosity of his pupils, and keep it awake; to furnish, in a sufficient quantity, wholesome food for their minds, and suitable materials for the active, vigorous employment of all their mental powers."

CHAPTER XV.

DISCIPLINE.

THE subject of discipline is one of the utmost interest and importance. An instructor may possess every literary qualification, and work industriously and constantly, and yet fail of success, if he has not the requisite ability and skill for wisely governing his pupils. One has very truthfully said, "If there is any place on the surface of the earth where *order* is the first, and last, and highest law, that place is the school-room. Without it, there can be no such thing as progress." * In many instances, the money paid for the support of schools is worse than thrown away, in the employment of teachers who are incompetent to exercise a judicious control over their pupils. How much of that spirit of insubordination and recklessness which so abounds in the community may be traced to the unwise and inefficient discipline of the school-room! If in families and schools the young succeed in having their own way, and indulging their own wishes, regardless of others, they will claim the same privilege when they become members of society. The feeling of waywardness and selfishness will grow with their growth and strengthen with their strength. Is not this true to a great extent? Is a man restive under the control of wholesome laws, and constantly

* J. G. Hoyt.

decrying those in authority, and complaining of all regulations, however salutary and wise they may be? It may, almost positively, be inferred that he was never, in his youth, brought within the influence of that judicious home and school discipline which will lead one to honor the laws, and respect those in authority. It is, unquestionably, the fact, that a true spirit of obedience and subordination, formed by parents and teachers, will not only tend to promote the happiness of the young while "in the days of their youth," but will also tend to prepare them for higher spheres of usefulness and happiness, when manhood's cares, and duties, and responsibilities, shall be assumed.

If such is the case (and who can doubt it?), how exceedingly important is the subject under consideration! With what earnestness and intensity of interest should the view I have taken induce every instructor to ask himself how he can best discipline the young and tender minds submitted to his care and training! It will be my object to furnish a few hints on this point.

1. The teacher must himself feel the truth and force of what has been said in relation to discipline. Without this feeling, he cannot even hope to succeed. It is of the very first importance that one should comprehend the nature and magnitude of *any* work, before he can rightly and wisely undertake its performance. The teacher has, as it were, a large family to govern and instruct, composed of many smaller families, differing in disposition, talents, and attainments,— subjected, perhaps, to as many different kinds of discipline at home as the homes are numerous from which they come. These he must classify, govern, and instruct, having regard to the greatest

general good of all concerned. The idle and indifferent he must arouse and urge onward; the diffident and distrustful he must encourage by persevering kindness and gentleness; the more forward perhaps need a *check*, many need oft-repeated *direction* and *correction*,—all need that spirit of inspiration and earnestness which can be imparted only by him who possesses the soul of a true teacher. To do all I have enumerated is disciplinary work; and he who does it *well* will have a school in a desirable state of discipline.

2. The teacher should have but few regulations; and the propriety and justice of these should be so obvious that the youngest cannot plead ignorance of them.

That instructor who attempts to make a specific rule or law for every particular offence or deviation, will find difficulties at every step. If, instead of the practice so common with many, of making a long list of rules, with threatened penalties annexed, an instructor should address his pupils in substance as follows, the effect would be far more favorable: "My young friends, I have been appointed to act as your instructor. I come to you as a friend, and with a strong desire to do you good. We are to spend many hours daily in this room; and it is very important that we should do all we can, individually, to make this a pleasant place. You can do much to make my labors pleasant and successful, much to promote my happiness. I trust I may be able to do something for you; and I pledge my best efforts in your behalf. I will endeavor not to require you to perform any useless task, or submit to any unjust regulation. I shall, at this time, give you but a single rule; and, if you rightly regard that, no other will be necessary. I merely ask

that you will do no wrong thing: and I think we shall agree as to what may constitute wrong. The school-room is a place for studying, and gaining knowledge. It should be a quiet and pleasant place. Whatever may tend to make it otherwise should be avoided. All whispering, laughing, playing, and rudeness of any kind, should be carefully refrained from. They are all wrong in the school-room, unless allowed at certain times, and under certain restrictions. *You* know they are wrong, and I think you would not wish to attend a school in which they were allowed without restraint. Therefore, I shall take it for granted that you will carefully guard against indulging in them, while members of this school. As we spend so much time in this room, it seems quite desirable that it should be kept in a neat and cleanly state. That this may be so, I trust every one will strive to form habits of neatness. If each of you will be careful as to your own personal habits, all will be right, and our room will have a pleasant and cheerful aspect. That such may be the case, may I not ask, and expect, that each and all will refrain from spitting upon the floor, from throwing articles upon the floor, and from doing anything that shall tend to give the room, or any part of it, an untidy or disorderly appearance? Be constant and punctual in your attendance, kind to each other, industrious while in school, and obedient and orderly in all places and at all times, and you will make improvement, and promote my happiness by the very means that will increase your own. It will be my highest endeavor to aid you,— my unceasing aim to increase your rational enjoyment. It shall be my object to require the performance of no unreasonable act or task; and all I ask,

and all that I desire from you, is a ready and cheerful compliance with my requirements,— all of which will be done by regarding the simple rule which I have given you." Remarks similar to these would have a salutary effect, and produce pleasant first impressions. But they will not accomplish the whole work. It would not be strange if some should undertake to test the teacher's resolution, and ascertain how far they can go and escape punishment. Such ones must be taken in hand at once, and be made, in some way, to feel that order *must* be had. The teacher must manifest a spirit of perfect self-control, kindness, and determination. "In maintaining discipline, it is not necessary for him to be rough and severe. He need not be armed and equipped with bludgeons and blunderbusses. He adds no weight to his authority by harsh threats, full of 'sound and fury,' signifying nothing. But he must be *prompt* in decision, *firm* in purpose, and *uniform* in action. His laws should be *few*, but as immutable as the laws of nature; and the penalty of wilful transgression should be as *certain* as the decrees of fate. As the poet has well said,

'Be *obeyed* when thou commandest, but command not often;
Let thy carriage be the gentleness of love, not the stern front of tyranny.'"

There are certain *tones* of the voice, which, by their character of mild firmness and gentle determination, have a most powerful control. There are certain *looks* which awe into obedience more readily and completely than the most severe language of reproof and threatening. If the instructor would govern well, he should not be too noisy or boisterous himself. "The more noise he makes in his

efforts to obtain order, the more he *may* — in fact, *must* — make. Some never punish till they have exhausted their strength, and wearied their lungs, in useless endeavors to get or preserve order. This may, and probably often does, proceed from good-nature on the part of the teacher, and an unwillingness to punish. Still, such a course is ill-judged, and ought to be avoided. The teacher should be very *sparing* of his voice. Order, obtained at the expense of a great noise, is usually of short duration. *Perfect* order is easiest obtained and easiest preserved. To do the thing half-and-half is by far the most difficult and least satisfactory course."

But how shall good discipline be secured? I answer, various means and appliances must be resorted to. Individual character must be studied; peculiar circumstances must be investigated and thoroughly understood; and, where punishment is necessary, its nature and extent should be modified by existing circumstances. The same discipline will no more prove of equal efficacy, in different cases, than a similarity of treatment in other affairs will produce a uniformity in results. "Of two plants, apparently alike, and nurtured with equal care, one may flourish, the other wither and die,— and for reasons which we cannot explain. The same difficulty increases, as we rise into animal life. A young student in medicine, having an English patient, laboring under a fever, allowed him chicken-broth, and he got well. He made a memorandum in his case-book,—'Chicken-broth cures a fever.' He soon after had a French patient, similarly sick; the same prescription was ordered, and the Frenchman died. He then entered in his case-book, —'Though chicken-broth cures an Englishman of a

fever, it kills a Frenchman.' The young disciple of Galen did not take into view all the circumstances in the case." *

School discipline, and, indeed, discipline everywhere, in order to be thorough and efficient, must be based on authority. This implies a *right* to enforce, and the *power* to do so, even by the use of severe means, if necessary. The discipline of the school-room must be sustained, in some cases, by the infliction of punishment. This may be of various kinds. To some, a mere look, or word of reproof, may be more severe and more efficacious than the severest personal chastisement to others. But, while we freely admit the undesirableness of corporal punishment, and feel that it need not often be resorted to, we still contend that the right to inflict it does, and should of necessity, rest with the teacher,—and the mere consciousness of this, on the part of the pupils, will have a controlling and salutary influence. The same idea is expressed very forcibly in relation to another subject, thus: "The government of the United States employs its hundreds of workmen, at Springfield and at Harper's Ferry, in the manufacture of muskets. The inspector examines every one, as it is finished, with great care. He adjusts the flint, and tries it again and again, until its emitted shower of sparks is of proper brilliancy, —and, when satisfied that all is right, he packs it away with its thousands of companions, to sleep, probably, in their boxes, in quiet obscurity, forever. A hundred thousand of these deadly instruments form a volcano of slumbering power, which never has been awakened, and

* Joseph Hale.

which we hope never will. The government never makes use of them. One of its agents, a custom-house officer, waits upon you for the payment of a bond. He brings no musket. He keeps no troops. He comes with the gentleness and civility of a social visit. But you know that, if compliance with the just demands of your government is refused, and the resistance is sustained, force after force would be brought to bear upon you, until the whole hundred thousand muskets should speak with their united and tremendous energy. The government of these United States is thus a mighty engine, working with immense momentum; but the parts which bear upon the citizen conceal their power by the elegance of the workmanship, and by the slowness, and apparent gentleness, of their motion. If you yield to it, it glides smoothly and pleasantly by. If you resist it, it crushes you to atoms." *

And thus, we contend, it must be with the instructor. Constituted as human nature is, he must be vested with authority and power. These, like the muskets at the arsenals, may remain unobserved until emergency shall call for their appearance. And if parents and teachers will exercise a little more caution and judgment, and say *only what they mean, and mean just what they say*, and manifest a *firm, decided, unyielding*, though kind determination, to have every requirement strictly regarded and promptly and implicitly answered, it will rarely be necessary to exercise the power and authority to an unpleasant extent.

Oft-repeated and continued scolding or whipping, in a

* Jacob Abbott.

family or school, will only tend to make *bad* children *worse*, and *good* ones *indifferent*.

A blacksmith brought up his son, to whom he was very severe, to his own trade. One day, the old Vulcan was attempting to harden a cold-chisel, which he had made of foreign steel, but could not succeed. At last, the youth, who was standing near, willing to impart knowledge which he had obtained by bitter experience, exclaimed, with an expression full of faith, "Horse-whip it, father; if that won't harden it, nothing will!"

On the subject of corporal punishment,—a subject which has often excited public attention,—I would not be misunderstood. I would not entirely object to its application, but would discountenance its too frequent, and often improper, use. I fully believe that there are cases, in which the best good of a school, as well as of an offender, calls for the infliction of severe chastisement. Though this may be grievous for the time, it will, if rightly applied, produce good fruits. But the rod should never be hastily or passionately used. There are parents, and there are teachers, who, for every slight offence or deviation of a child, grasp the rod, and, with passionate violence, use it. This is, unquestionably, wrong; but the correction of this extreme should not lead us to an opposite one, which, under existing circumstances of society, would be equally pernicious.

The rod should not be applied on every occasion, nor for every transgression; but the infrequency of its use should contribute, in no small degree, to its efficacy. The teacher should always resort to it with calmness and self-control; and the whole case should be so considered and explained, with all attendant circumstances, that the

whole school, and the offender himself, shall see and feel that the teacher is about to perform an unpleasant and painful *duty*,— a duty from which he will never shrink, when called upon by circumstances to act. After the nature and particulars of the case have been suitably commented upon, the deserved punishment should be inflicted with such degree of severity as will *subdue* the guilty one, and strongly impress upon him, and through him, the fact that "the way of the transgressor is hard."

This course, followed by a kindness on the part of the teacher which shall indicate that naught has been done in malice, will usually have a salutary effect.

Good order, and submission to wholesome regulations, must be insisted on, in every well-managed family and school. These should be (and, ordinarily, they may be) secured by mild and kind means, if possible; but they should not, in any instance, be sacrificed to a frequently-conceived, though we think erroneous impression, that the use of the rod is too brutal. If boys so far depart from a proper course as to allow *brutal passions* to gain the mastery over reason and judgment, and under their control set at naught all just requirements and salutary regulations, they should be met and conquered by such arguments as the existing and ruling principles may seem to demand.

To obtain stillness and order in the school-room, it is not necessary that the teacher should be noisy himself, or use loud tones of voice. If scholars are uneasy, restless, or noisy, let the teacher suspend all exercises, and wait until all is quiet; and, if this demands a loss of time, let the school-hours be lengthened, to make up the

loss. This *waiting process* will do wonders, sometimes, in promoting order. Mr. Parish, the experienced and efficient principal of the Springfield High School, thus speaks of a similar course: "The simple process of suspending all exercises, and obtaining *perfect stillness* for a *single minute*, so that a clock or watch may be heard to tick, frequently operates like a charm. Most scholars have little idea of a still school-room, till they learn it by some such experiment; nor of the noise they make, except by contrast."

Again; the teacher must be even and uniform in his disciplinary efforts. "If strict in discipline to-day, and lax to-morrow; if he punishes an offence at one time which he disregards at another; or if he suffers an irregularity to pass unnoticed now and censures it to-morrow, how can his scholars have confidence in his judgment? They will be very quick to observe any irregularity in the teacher's mode of instructing, or in his general system of government. Let no one suffer himself to be deceived, by thinking that irregularity will pass without exerting an unhappy influence." *

It is said, that when the mother of Washington was asked how she formed the character of her son, she replied, that she had endeavored early and earnestly to teach him three things,—*obedience*, *diligence*, and *truth*. If these were essential to the formation of the character of the great and good Washington, shall they not be deemed of the utmost importance in training the young of the present day? Without obedience, it will be in vain to attempt to teach.

"How careful men of influence, and especially teach-

* S. R. Hall.

EXTRACT FROM JOSEPH HALE'S LECTURE.

ers, should be to guard against encouraging that excessive love of freedom which can brook no restraint! They who know not how to be governed are, surely, incapable of that self-government which is the very essence of freedom. If children are brought up with the notion that they are never to be restrained by force, how wrong soever their acts may be, they are in great danger of becoming the victims of lawless and ungovernable passions. Let a respect for law and order, then, be early inculcated in them. Let teachers keep steadily on in the path of duty,— teaching really what they pretend to teach, and governing really where they ought to govern, listening to the dictates of conscience, and guided more by the fixed principles of a true spiritual philosophy than by the changeful notions of fluctating experimentalism." *

Without further enlarging upon this subject, I will give a few simple and plain rules for the teacher's guidance; and, if they are properly regarded and observed, there will seldom be occasion for resorting to any severe mode of punishment. I know not the authorship of the rules; but give them as found, with the exception of a few unimportant alterations:

RULES FOR THE TEACHER.

1. From your earliest connection with your pupils, inculcate the necessity of *prompt* and *exact* obedience.

2. Unite firmness with gentleness; and let your pupils always understand that you *mean* exactly what you *say*.

3. Never promise anything, unless you are quite sure you can give what you promise.

* Joseph Hale.

4. Never tell a pupil to do anything, unless you are sure he knows how it is to be done; — or show him how to do it, and then see that he does it.

5. Always punish a pupil for *wilful disobedience;* but never punish unduly, or in anger; and in no case should a blow be given on the head.

6. Never let your pupils see that they can vex you, or make you lose your self-command.

7. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.

8. Never yield anything to a pupil because he looks angry, or attempts to move you by threats and tears. Deal mercifully, but justly too.

9. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment, should the fault be renewed.

10. Never allow pupils to do, at one time, what you have forbidden, under the like circumstances, at another.

11. Teach the young that the only sure and easy way to *appear* good is to *be good.*

12. Never allow tale-bearing.

13. If a pupil abuses your confidence, make him, for a time, feel the want of it.

14. Never allude to former errors, when real sorrow has been evinced for having committed them.

15. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity, and courteousness.

16. Never speak in a scolding and fretful manner, but use tones of gentleness. Some teachers defeat their objects by using harsh and boisterous tones.

CHAPTER XVI.

MEANS OF INTERESTING PUPILS AND PARENTS.

THE business of education is of a tri-party nature, and its truly healthful and wise advancement can only be secured by the heartfelt and sincere interest and judicious efforts of all concerned. Teachers, parents, and pupils, are the joint-partners in the work; and, while something may be done by each party individually, nothing, short of the harmonious and cheerful coöperation of all, can secure the richest and fullest blessings which the object under consideration is calculated to impart.

The teacher should earnestly ask what he can do to awaken a proper degree of interest on the part of the pupils and parents, with whom and for whom he is called to labor. It will be my endeavor in this chapter to make a few suggestions in reference to this point:

I. *By possessing and exercising the qualifications previously named, and having a heart truly alive to the duties and responsibilities of his vocation.*

Unless teachers possess the requisite moral and literary qualifications, together with a well-disciplined faculty of imparting instruction to others, it will be in vain to attempt to awaken and continue an active and salutary interest on the part of pupils and parents. If they who assume the duties of the teacher's office are in any degree incompetent in their qualifications or indifferent in their

feelings, that incompetency or that indifference will surely be felt by all with whom they may come in contact. The instructor is, or should be, the fountain from whose resources the pupils may obtain their supplies; and, if those supplies are insufficient in quantity, or impure in quality, the recipients will, most certainly, suffer therefrom.

The teacher should have a just appreciation of the nature of the work he is called to perform. As he meets his pupils, from day to day, he should not only strive to supply their minds from his own well-stored mind, but he should, at all times, furnish them the benefit of a good example. Kind, gentle, affectionate, firm,— he must, in all particulars, and on all occasions, give the clearest evidence that he is a man,— a man possessed of manly feelings, and influenced by manly motives,— a man with a heart alive to their interests, and ever ready to administer to their wants and promote their true happiness. And how shall he do this?

1. *By manifesting an intelligent and active interest in all their studies.*

Many of the exercises of the school-room are, in themselves, of a monotonous and uninteresting character; and after all that has been said in relation to making them easy and attractive, it is, nevertheless, true, that a good and thorough education cannot be acquired without much patient and laborious application and effort, on the part of pupils. The teacher may do, and should do, much to aid and cheer them on, and thus render their tasks more interesting; but he cannot perform their work for them. One of the most common, and one of the most erroneous, notions of the present day, is, that every lesson must be

made perfectly simple, easy, and pleasant, for the learner. The truth is, that it is impossible to make all lessons and school-exercises easy and simple; and he who attempts to do so will have a school of simpletons. In obtaining an education, there must be hard study, and close, self-denying application. The scholar should be made to *feel* this in the outset; and he may feel it and still strive with pleasure,— for the "pursuit of knowledge under difficulties" is not without the highest pleasure, especially when the noble results of its attainment are kept properly and distinctly before the mind. The main thing is, to inspire one with a feeling that a certain object is truly desirable and valuable; and then it matters not what difficulties are in the way,— they will be readily encountered, quickly overcome; and the pleasure attending the attainment of the object will be greatly enhanced by the very obstacles surmounted in securing it. It is so with the young, no less than with those of maturer years.

A few years ago, intelligence came that rich and extensive mines of the riches which perish with the using had been discovered upon our far-off western borders; and when it once became certain that the precious metal abounded in those distant regions, neither the endearments of home, perils by land and perils by sea, nor hardships to be encountered and privations to be endured of the severest nature, could deter vast multitudes from thronging our Pacific shores. And, so long as it shall be probable that the fine gold abounds there, there will be no lack of willing pilgrims to the spot, though it may be necessary for them, at almost every step, to pass the bones or the graves of those who have perished by the

way. And men are wanted for teachers who will, by holding before the minds of the young fair prospects of a rich harvest of more durable and satisfying riches than any earthly El Dorado can give, incite them to those habits of diligence, application, and perseverance, which will secure to them prizes of inestimable worth. The teacher should endeavor constantly and earnestly to impress the minds of his pupils with a just sense of the greatness of the work to be accomplished, and of the intrinsic value of the object to be obtained. He should aim to inspire them with confidence in their own abilities, and encourage them to persevere cheerfully in the pursuit of knowledge, and lead them to feel that the greatest happiness will come from surmounting the most formidable difficulties. By presenting to their minds, as clearly as may be, the goal to be reached, and the value of the prize to be won, he may do much to incite them on with vigor and zeal in the race before them. But, aside from this, he may do much to make the dullest exercises inviting, and throw a cheerful interest around recitations of themselves monotonous and void of interest. By judicious explanations and well-selected anecdotes, he may do much to animate and enliven the heart of the otherwise dispirited pupil, and lead him to press on with a hopeful, buoyant, and happy spirit.

2. *By making the school-room cheerful and attractive.*

It is for the teacher, mainly, to determine what kind of atmosphere shall pervade the school-room. It will, indeed, be precisely what he shall decide to make it. If he enters the school with a gloomy or morose countenance, and, while in it, indulges in feelings of petulance,

or manifests a discontented, captious or capricious spirit, his pupils will surely be restless, fretful, and troublesome. But, on the other hand, if he wears a cheerful countenance, and exhibits a patient, mild, and happy frame of mind, with a corresponding kindness in his tone, expression, and movements, he will do much to make the school-room pleasant, and the pupils contented and happy. I would, therefore, urge upon the teacher the importance of cultivating and exhibiting all those kindly feelings and traits of the heart which prove a rich adornment to the whole life and character, rendering their possessor a more agreeable companion, and a more useful citizen. He should always strive so to present himself before them, in every act, word, and expression, as to prove a worthy pattern for imitation, ever remembering, that "as is the teacher, so will be the pupils."

3. *By promoting a healthy moral tone among his pupils, the teacher will create an interest in school duties.*

To live wisely and well, and possess a happy and cheerful disposition, one should have some just appreciation of life's great end, with a strong desire rightly to perform all its duties, and submissively to bear its trials. Hence, the teacher should make it a prominent point, to impress upon his pupils the vastness of the object for which they live. He should bring before their minds, as distinctly and forcibly as may be, the nature of their relations to each other, to the community, and to their Creator, and hold up to their view the duties and responsibilities resting upon every citizen. He should do what he can to cause them to feel that true goodness and true happiness are inseparable; and that the more they

strive to perform faithfully every duty, as pupils,— the more they do to promote the good of their companions, parents, and all with whom they may, in any way, be associated,— the greater will be their own true happiness and usefulness. He should, by precept and by example, lead them to love and regard truth and honesty, and cherish and cultivate every moral and kindly feeling of the heart, and to exercise that pleasant and courteous deportment which will make them more agreeable and useful in every relation of life. Indeed, that teacher who succeeds in establishing a sound moral tone among his pupils, will find no difficulty in securing the best and strongest coöperation of parents and pupils.

4. *By manifesting a judicious interest in the innocent recreations of his pupils, and by exhibiting a true sympathy with them in all their trials, the teacher may enlist their feelings in favor of school duties.*

The mind is ever active; and, in the period of youth, when life's cares, anxieties, and duties are few, it most readily engages in the amusements of childhood. With a peculiar buoyancy of spirit do the young participate in youth's sports; and it becomes those who have the oversight of them, whether as parents or teachers, to do what they can to modify and control what it would be equally impolitic and impossible to prevent. Let them aim to cultivate in children a taste for those recreations which are not only innocent in themselves, but harmless in their tendency. It is too often the case that adults express no interest in boyhood's sports, and speak of them as purely mischievous and annoying. If, however, a teacher would gain the affections and secure the interest of his pupils,

he should not, with repulsive and forbidding looks, pass by their amusements. He should not forget that he was once young, and engaged with earnest delight in the same merry games which now so fully engross the passing hour of his pupils' release from the duties of the school-room. Rather should he gaze with a smiling countenance and an approving expression, and thus give evidence that he takes pleasure in all their rational enjoyments. He may do, and should do, what he can to check an inordinate desire for amusements, and also discountenance those which are, in any degree, immoral or hurtful in their tendencies. In relation to these, as in reference to their school duties, let him give assurance that he is their true friend,— ever willing and ready to aid them in their toils, smile upon them in their happy and joyous hours, and sympathize with them in all their trials and difficulties. He will thus gain an influence over them by which he may easily interest them in the exercises of the school-room, and by which, also, his own labors for them will prove much more efficacious, salutary, and pleasant.

I have thus far spoken of the teacher in relation to awakening an interest, on the part of his pupils, and now propose to designate one or two particulars in which he may awaken parental interest, and secure parental coöperation. In passing, however, it may be observed, that whatever tends to interest the children will, most surely, have a favorable influence upon the parents; and we may, indeed, say it is impossible to obtain a right feeling on the part of pupils, without securing a corresponding feeling on the part of the parents. It is equally true, that whatever may incite the parents to judicious feeling

and right action, will surely cause a better state of feeling with the pupils. Hence, whatever may be suggested as promotive of the interest of either party, will be, in a certain sense, beneficial to all concerned. Every true, faithful, and devoted instructor will, on taking charge of a school, ask himself, "What can I do to promote a right feeling, and secure the needed coöperation on the part of the parents of my pupils?" I answer:

1. *Invite them to meet you, on some evening, in the school-room, for the purpose of considering some of the mutual duties growing out of your relation to them.*

It is very desirable that the teacher should embrace an early opportunity to make known to those among whom he is called to labor his views, feelings, and plans. By so doing, most of the difficulties and wrong feeling which often exist in school-districts will be prevented. Indeed, nearly every trouble could be avoided, or amicably settled, if the parties concerned knew each other's wishes, motives, and views. The most ready and convenient way for the teacher to gain access to the parents is that just designated. A little effort will secure a general gathering of the parents, and afford an opportunity for many valuable suggestions. It will enable the teacher to speak familiarly and plainly of his sphere of labors, the nature of his duties, and his need of parental aid and sympathy. He may call their attention, as clearly and earnestly as may be, to the importance of regular and seasonable attendance; and, if possible, lead them to see and feel, that no pupil can excel in scholarship, or make much progress, who is often absent from his class. He may do something, if devoted to his vocation, to convince his

patrons that he desires to labor *with* them, as well as *for* them, in the great work of training their children for usefulness, respectability, and happiness,— a work whose most successful prosecution calls for union of purpose and action on the part of parents and teachers; and, as "a house divided against itself cannot stand," so will discord between parents and teachers prove the ruin of a school. He should solicit their earnest and constant coöperation in all his efforts, not only to form studious and orderly habits at school, but also in all his attempts to promote obedience, kindliness of feeling, and true goodness. An hour judiciously occupied, in the free and plain consideration of school-room duties, and of the various particulars in which parents may render the teacher most essential aid, cannot fail of producing results truly gratifying and beneficial. By such a course, most parents will be induced to reflect, and act with new interest and efficiency.

2. *By visiting parents, at their homes, you may do much to promote their interest in behalf of your efforts.*

That teacher who would discipline and instruct his pupils most successfully and efficiently, should know much of individual character, condition, and peculiarities. As no two pupils are constituted precisely alike, or similarly situated in reference to their home relations and home influences, so no uniform mode of discipline and incitement will produce uniform and similar results with different pupils. Hence the importance of a clear knowledge of individual temperament, and of the peculiar home and other influences that bear upon each pupil; and in no way can the teacher so well acquire this knowledge as by calling upon the parents. A few minutes' conver-

sation and observation at the fireside will afford him an amount of information which will prove highly serviceable, and, at the same time, awaken an interest in both parents and pupils. But, that the results of such visits may prove most salutary to all parties, the teacher should communicate freely and frankly in reference to the deportment and progress of the children at school. If they are regular and constant in their attendance, diligent and orderly in their habits, and correct in their recitations, it should be so stated, both for their credit and encouragement. But, if they are irregular and unseasonable in their attendance, careless and disobedient in their habits, and idle or uninterested in their studies, it should be made known, without reserve. The truth, spoken honestly and kindly, will do good; and, when pupils find that frequent interviews take place between their parents and teacher, which are improved in the discussion of their conduct, habits, and progress, they will, in most cases, be incited to greater care and diligence, in order that a good report may always be made to parents and friends.

3. *By inviting parents to make occasional visits to the school, you may promote the interest of all.*

A little effort, on the part of the teacher, will induce the parents to call at the school-room, for the purpose of listening to the recitations, and witnessing the regular exercises of the pupils. Such visits will cheer and stimulate the pupils, encourage the instructor, and interest those who make them. When scholars feel that some of the parents may be present to listen to their recitations, they will be prompted to study more diligently, that they may have no occasion for shame when called

upon to exhibit the fruits of their labor. Indeed, no course can be adopted which will exert an influence so salutary and efficient upon all parties,— at once awakening, as it will, new interests, and imparting new information in relation to school and school duties.

It may be said that the positions I have taken will impose too great a burden upon the teacher. It is true that the work is great and the burden heavy. But we assume that the teacher must take the lead in the whole business, because his very occupation causes him to see and feel the true state of affairs more clearly than any others can do. If parents and children are indifferent, or entertain erroneous views and feelings, the teacher must labor to interest and enlighten them. To complain of their indifference or neglect, will do no good; and those teachers who are constantly complaining of the apathy or opposition of parents, are only doing that which will tend to alienate feelings, and make bad matters worse. The wise, faithful, and judicious teacher will endeavor to ascertain the true condition of affairs; and, while he makes the best of present circumstances, he will strive, earnestly and constantly, to remove existing evils, mitigate what cannot be wholly avoided, and, in every way, endeavor to promote the highest good of parents and pupils; ever feeling, that the greater the difficulties, the more need there is of patient and persevering labor. If time and strength fail of his accomplishing *all* that we have suggested, let him aim at a near approximation; and in the conscientious discharge of all incumbent duties he will do much good, and secure a rich and never-failing reward. "Let us not be weary of well-doing, for in due season we shall reap, if we faint not."

CHAPTER XVII.

MORAL INSTRUCTION.

It is to be feared that the importance of judicious moral training has not yet been properly appreciated. Unless the book-instruction of the school-room is accompanied by a wise cultivation and discipline of the susceptibilities of the heart, it may prove a curse, instead of a blessing. "The human body may attain its noblest perfection of health and strength, the observation may be acute, the intellect profound, the imagination rich; and yet these varied and glorious powers be turned to evil. Strength may support tyranny, acuteness and depth raise up obstacles to truth, and imagination spend its gorgeous eloquence in the service of the basest vices. The work is incomplete, if the moral nature remains uncultivated. Physical and intellectual education aim at the perfection of the instruments, which may become splendid implements of evil, if moral education does not succeed in regulating the power which is to use them."

Every faithful teacher will esteem it a duty and privilege to do what he can in cultivating the moral feelings of his pupils, and calling into full action the kindlier affections of their hearts. His situation will enable him to do much, and a true sense of his responsibility will lead him to a wise improvement of every fitting opportunity. It is often the case that teachers are too formal,

and, perhaps, I may add, too *arbitrary*, in their efforts to impart moral instruction, and cultivate the nobler elements of their natures. They seem to imagine that a certain amount must be done daily, and at a set time, regardless of circumstances. Some are in the habit of devoting a portion of time, just previous to the hour of dismission, to a sort of lecture on moral philosophy. This is certainly a very unfavorable season; for the children will feel more anxious to get released from the school-room, than willing to listen to a homily on morality.

If the teacher would effectually impart moral instruction, and awaken religious feeling, he must be wise in the selection of his topics, and wise in the choice of the time for their presentation. Every true teacher may, almost every hour of nearly every day of the year, find proper occasions for saying a few words, and making the right impression. He should seize upon every favoring circumstance for enforcing a just appreciation of everything that is lovely and of good report, and a true abhorrence of wrong in every form in which it may appear. He may, at times, convince them of the truth of the couplet,

> "Vice is a monster of so frightful mien,
> As, to be hated, needs but to be seen."

I would, then, repeat that the instructor should seek for the right times for making good moral impressions; seasons in which the minds of the pupils and attendant circumstances shall be favorable.

> "If advice we would convey,
> There 's a time we should convey it;
> If we 've but a word to say,
> There 's a time in which to say it."

A METHOD ADOPTED BY MR. OLIVER.

The following cases will illustrate more clearly the ideas I would convey. The first is a truthful narrative of an occurrence within the experience of Mr. Oliver, who was for many years a highly popular and successful instructor in Salem. It will speak for itself. The story is related by Mr. Oliver, whose father was the clergyman referred to.

"Young people commit more faults from thoughtlessness than from intent to do wrong; and want of reflection leads children astray much oftener than want of principle. Indifference to the feelings of the aged, a proneness to make light of peculiarities which they may possess, and even to ridicule their infirmities, are, however, too often indulged in by the young; and, in the excitement of the momentary gratification which such merriment may produce, all thought of the wrong, and all sense of the right, are equally forgotten. The proverb of the wisest man saith, 'The glory of *young* men is their strength; and the beauty of *old* men is the gray head.' The strength of the young should protect and defend the beauty of the old.

"The hoary head should ever be respected, whatever may be the outward condition of its possessor; and neither sport nor ridicule should be thrown upon him whose enfeebled strength scarce suffices to bear the weight of the many years with which time has burdened him.

"The following narrative, which is strictly true, illustrates what has been observed, and proves that the just recompense of a thoughtless fault may be more speedily repaid, to those who commit it, than may be either expected or desired by them. The common saying, of

'waking up the wrong passenger,' is peculiarly applicable to the case.

"In one of the most populous cities of New England, a short time since, a party of lads — all members of the same school — got up a grand sleigh-ride. There were about twenty-five or thirty boys engaged in the frolic. The sleigh was drawn by six gray horses. The afternoon was as beautiful as anybody could desire, and the merry group enjoyed themselves in the highest degree. It was a common custom of the school to which they belonged, and, on previous occasions, their teacher had accompanied them. Some engagement upon important business, however, occupying him, he was not, at this time, with them. It is quite likely, had it been otherwise, that the restraining influence of his presence would have prevented the scene which is the main feature of the present story. On the day following the ride, as he entered the schoolroom, he found his pupils grouped about the stove, and in high merriment, as they chatted about the fun and frolic of their excursion. He stopped a while and listened; and, in answer to some inquiries which he made about the matter, one of the lads — a fine, frank, and manly boy, whose heart was really in the right place, though a love of sport sometimes led him astray — volunteered to give a narrative of their trip, and its various incidents.

"As he drew near the end of his story, he exclaimed, 'O, sir! there was one little circumstance which I had almost forgotten to tell you. Toward the latter part of the afternoon, as we were coming home, we saw, at some distance ahead of us, a queer-looking affair in the road. We could not exactly make out what it was. It seemed to be a sort of half-and-half monstrosity. As we ap-

proached it, it proved to be a rusty old sleigh fastened behind a covered wagon, proceeding at a very slow pace, and taking up the whole road. Finding that the owner was not disposed to turn out, we determined upon a volley of snow-balls and a good hurra.

"'These we gave with a relish; and they produced the right effect, and a little more, for the crazy machine turned out into the deep snow by the side of the road, and the skinny old pony started on a full trot. As we passed, some one of us who had the whip gave the old jilt of a horse a good crack, which made him run faster than he ever did before, I'll warrant. And so, with another volley of snow-balls, pitched into the front of the wagon, and three times three cheers, we rushed by. With that, an old fellow in the wagon, who was buried up under an old hat, and beneath a rusty cloak, and who had dropped the reins, bawled out, "Why do you frighten my horse?" "Why don't you turn out, then?" says the driver. So we gave him three rousing cheers more. His horse was frightened again, and ran up against a loaded team, and, I believe, almost capsized the old creature. And so we left him.'

"'Well, boys,' replied the instructor, 'that is quite an incident. But take your seats, and, after our morning service is ended, I will take my turn, and tell you a story, and all about a sleigh-ride, too!'

"Having finished the reading of a chapter in the Bible, and after all had joined in the Lord's Prayer, he commenced as follows:

"'Yesterday afternoon, a very venerable and respectable old man — and a clergyman by profession — was on his way from Boston to Salem, to pass the residue of the

winter at the house of his son. That he might be prepared for journeying, as he proposed to do in the spring, he took with him his light wagon, and, for the winter, his sleigh, which he fastened behind the wagon. He was, just as I have told you, very old and very infirm. His temples were covered with thinned locks, which the frosts of eighty years had whitened. His sight, and hearing, too, were somewhat blunted by age, as yours will be, should you live to be as old. He was proceeding very slowly and quietly, for his horse was old and feeble, like his owner. He was occupied with memories of the past, and his thoughts reverted to the scenes of his youth, when he had perilled life in fighting for the liberties of his country;— to the associates of his college-days, of whom the greater part "had fallen asleep" in death;— to the days of his ministration of the gospel of his Divine Master, both in the church of his people, and to the heathen of a remote wilderness;— to the scenes of advanced years, when the infirmities of age were pressing upon him,— and, sadly and solemnly, to the lamented dead of his household and of his love, long since "buried out of his sight;" leading the way to that better world, from which he himself was not far distant.

"'While thus occupied, almost forgetting himself in the multitude of his thoughts, he was suddenly disturbed, and even terrified, by loud hurras from behind, and by a furious pelting and clattering of balls of snow and ice upon the top of his wagon. In his trepidation, he dropped his reins, and, as his aged and feeble hands were quite benumbed with cold, he found it impossible to gather them up, and his horse began to run away. In the midst of all the old man's trouble and alarm, there rushed by

him, with loud shouts, a large party of boys, in a sleigh drawn by six horses. "Turn out, turn out, old fellow!— give us the road, old boy!— what 'll you take for your pony, old daddy?"—"Go it, frozen-nose!"—"What 's the price of oats?" were the various cries that met his ears. "Pray, do not frighten my horse!" exclaimed the infirm driver. "Turn out, then,— turn out!" was the answer, which was followed by repeated cracks and blows from the long whip of the "grand sleigh," with showers of snow-balls and three tremendous huzzas from the boys who were in it. The terror of the old man and of his horse was increased, and the latter ran away with him, to the imminent danger of his life. He contrived, however, after some exertion, to secure his reins,— which had been out of his hands during the whole affray,— and to stop his horse just in season to prevent his being dashed against a loaded team. As he approached Salem, he overtook a young man who was walking toward the same place, and whom he invited to ride. The young man alluded to the grand sleigh which had just passed, which induced the old gentleman to inquire if he knew who the boys were. He replied that he did; — that they all belonged to one school, and were a set of wild fellows. "Aha!" exclaimed the former, with a hearty laugh,— for his constant good-nature had not been disturbed,— "do they, indeed? Why, their master is very well known to me. I am now going to his house, and I rather think I shall give him the benefit of this whole story." A short distance brought him to his journey's end— the house of his son. His old horse was comfortably housed and fed, and he himself abundantly provided for. That son, boys, is your instructor; and that aged and infirm old man,

that "*old fellow*" and "*old boy*" (who did not turn out for you, but who would have gladly given you the whole road, had he heard your approach); that "*old boy*," and "*old daddy*," and "*old frozen-nose*," was your master's father!'

"It is not easy to describe, nor to imagine, the effect produced by this new translation of the boys' own narrative. Some buried their heads behind their desks; some cried; some looked askant at each other; and many hastened down to the desk of the teacher, with apologies, regrets, and acknowledgments, without end. All were freely pardoned; but were cautioned that they should be more civil, for the future, to inoffensive travellers, and more respectful to the aged and infirm.

"Years have passed by. Most of the lads are men,—though some have found an early grave. The 'manly boy' who told the story is 'in the deep bosom of the ocean buried.' They who survive, should this meet their eye, will easily recall its scenes, and throw their memories back to the school-room wherein we passed so many pleasant hours together, and to their old friend and well-wisher, H. K. Oliver."

Another illustration of the manner in which a deep impression may be made is the following, taken from the "Theory and Practice of Teaching," a work written by that distinguished instructor, the late D. P. Page. The volume is replete with good sense and sound views, and should be in the library of every teacher and friend of education:

"I can never forget — nor would I, if I could — a lesson impressed upon my own youthful mind, conveying the truth that we are constantly dependent upon our

heavenly Father for protection. In a plain country school-house, some twenty-five children, including myself, were assembled, with our teacher, on the afternoon of a summer's day. We had been as happy and as thoughtless as the sportive lambs that cropped the clover of the neighboring hill-side. Engrossed with study or play,— for at this distance of time it is impossible to tell which,— we had not noticed the low rumbling of the distant thunder, till a sudden flash of lightning arrested our attention. Immediately the sun was veiled by a cloud, and a corresponding gloom settled upon every face within. The elder girls, with the characteristic thoughtfulness of woman, hastily inquired whether they should not make the attempt to lead their younger brothers and sisters to the paternal roof before the bursting of the storm. For a moment, our little community was thrown into utter confusion. The teacher stepped hastily to the door, to survey more perfectly the aspect of the western heavens. Immediately returning, he signified to the children that there would not be time for them to reach their homes before the tempest would be upon them. Oppressed with dread,— for it is no uncommon thing for children in the country to be terrified by lightning,— some of the youngest of us clung to our older brothers or sisters, while others, being the sole representatives of their family in the school, for the first time felt their utter loneliness in the midst of strangers, and gave utterance to their feelings in audible sighs or unequivocal sobs.

"The teacher, meanwhile, with an exemplary calmness and self-possession, closed the windows and the doors, and then seated himself quite near the younger pupils, to await the result. The thick darkness gathered about us,

as if to make the glare of the lightning, by contrast, more startling to our vision; while the loud thunder almost instantly followed, as it were the voice of God. The wind howled through the branches of a venerable tree near by, bending its sturdy trunk, and threatening to break asunder the cords which bound it to its mother earth. An angry gust assailed the humble building where we were sheltered; it roared down the capacious chimney, violently closed a shutter that lacked a fastening, breaking the glass by its concussion, and almost forced in the frail window-sashes on the western side of the room. Quicker and more wild the lightnings glared, flash after flash, as if the heavens were on fire; louder and nearer the thunder broke above our heads; while the inmates of the room, save the teacher, were pale with terror. At this moment, there was a sudden cessation of the war of elements — a hush — almost a *prophetic* pause! It was that brief interval which precedes the falling torrent.

"A dread stillness reigned within the room. Every heart beat hurriedly, and every countenance told the consternation that was reigning within. It was an awful moment! With a calm voice, breathing a subdued and confiding spirit, the teacher improved this opportunity to impress upon our young minds a great truth. 'Fear not, children,' said he; 'it is your heavenly Father that sends the storm, as well as the sunshine and the gentle breeze. You have been just as much in his power all day as you are at this moment. He has been as near you, supporting you, supplying you with breath, with life, all through the pleasant morning; but then you did not see him. He is just as able to protect you now; for

"not a sparrow falls to the ground without his notice," and he ruleth the storm, and "rideth upon the wings of the wind." We should ever feel willing to trust him, for he is ever able to grant us deliverance from all our dangers. God is here now to protect us.' Just as he had finished these words, the rain began to fall. First, the drops were few and scattered; but soon the windows of heaven were opened, and the thirsty ground was abundantly satisfied. The sound of the thunder became fainter and fainter as the cloud passed away; the sun burst out again in renewed splendor; the full drops glittered in his beams upon the grass; the birds began their songs; the rainbow spanned the eastern hills; and our hearts, taught by the timely instructions of a good man, began to expand with eager gratitude for our preservation by the hand of our heavenly Father.

"The remainder of the afternoon passed happily away; and, when our books were laid aside, and we were ready to burst out of the room to enjoy the refreshing air and participate in the general joy, the teacher, taking the Bible from the desk, asked us to remain quiet a moment, while he would read a few words that he hoped we should never forget. The passage was the following, from the 65th Psalm:

"'By terrible things in righteousness wilt thou answer us, O God of our salvation; who art the confidence of all the ends of the earth, and of them that are afar off upon the sea:

"'Which by his strength setteth fast the mountains, being girded with power:

"'Which stilleth the noise of the seas, the noise of their waves, and the tumult of the people.

" 'They also that dwell in the uttermost parts are afraid at thy tokens: thou makest the outgoings of the morning and evening to rejoice.

" 'Thou visitest the earth, and waterest it; thou greatly enrichest it with the river of God, which is full of water; thou preparest them corn, when thou hast so provided for it.

" 'Thou waterest the ridges thereof abundantly; thou settlest the furrows thereof; thou makest it soft with showers; thou blessest the springing thereof:

" 'Thou crownest the year with thy goodness; and thy paths drop fatness.

" 'They drop upon the pastures of the wilderness; and the little hills rejoice on every side.

" 'The pastures are clothed with flocks; the valleys also are covered over with corn; they shout for joy, they also sing.'

" After closing the book, the teacher said, 'Go out, now, children, and witness how perfectly these words have been fulfilled toward us this afternoon; and, from this day's mercies, learn hereafter to trust God as confidently in the storm, when he displays his power by his outward "tokens," as when he kindly smiles upon you in the beams of the glorious sun, or gently breathes upon you in the morning breeze.' We went forth, bounding in gladness and gratitude, and saw the 'outgoings of the evening to rejoice,' 'the pastures clothed with flocks,' 'the valleys covered over with corn,' 'the little hills rejoicing on every side,'—we heard, also, the general shout for joy; and we felt, as we never before had felt, a deep, thorough, abiding conviction of the truth that God is our father and our friend,—*the God of our sal-*

vation. I know not how soon these impressions faded from the minds of the other children; but for myself I can say, that, from that time to the present, whenever I have been exposed to apparent danger from the impending tempest, the warring elements, or the ravages of disease, the teachings of that hour have always revived in my mind to soothe my troubled spirit, and to reässure my faith and confidence in the presence of an all-sufficient and merciful Preserver. A thousand times have I devoutly blessed the memory of that faithful teacher, for having so early and so happily turned my thoughts upward to HIM in whom 'we live, and move, and have our being.' "

A certain teacher, on his way to the school-room, one morning, saw several of his pupils collected around an insane old man in the streets, making themselves boisterously merry at his condition, and doing much to increase his excitement. He did not stop, as some would have done, to utter commands and threats, but passed quietly to the place of his labors, and quickly summoned the scholars, by the usual signal, to assemble. At a suitable time, after the opening of the school, he called for their attention, and addressed them in substance as follows: "My young friends,— I was much pained, a short time ago, in witnessing a crowd of boys making themselves merry at the unfortunate condition of an old man. It would have been a painful sight under any circumstances, but it was peculiarly so in this instance, as the boys were members of this school, and most of them were boys of good character, good feeling, and, generally, of good intentions,— boys from whom I expected much by way of good example and good influence.

"That old man, now so decrepit in body and shattered in intellect, was once a happy school-boy,— the joy of his parents and friends. He grew to manhood, and was, for many years, an upright, virtuous, respected, and useful citizen. He did much for the improvement of this, his native town,— much to make your early advantages and privileges superior to his. By the hand of Providence, and not from errors of his, has his reason been dethroned, and he now wanders a harmless maniac, — a fit object of pity for every one. He has sons and daughters, who feel deeply for him; many friends, who lament his sad condition. How, think you, they would have felt, if they had witnessed what I saw? Would it not have caused their hearts to ache and grieve afresh? How, my dear young friends, would you have felt, if that man had been your father? Could you or would you have acted as you did? I know you would not. It would almost break your hearts to see a fond parent thus treated. Bereft of reason, that poor old man says and does what he would not do if he were in his 'right mind.' Possessed of reason, *you* have abused it, and offended against the laws of God and the rights of your fellow-beings. You have done a great wrong; but I would fain hope you acted without thought. I trust you will never again so far lose your self-respect, and so far forget the rights of others, as to be guilty of a similar wrong. I beseech you, never allow yourselves, under any circumstances, to trifle with the unfortunate, or to say or do aught which can cause the slightest pain to any one. You are now young and happy; but who can tell what your condition may be, long before you shall have lived as many years as that old man has? Perhaps

you may become maniacs in a worse sense than he is. Misfortune may mark you, and make you at once objects of pity and dread. Then strive to live wisely; pity the erring and unfortunate, and never wound the feelings of any one."

Would not remarks similar to these make a salutary and lasting impression upon the young, and prove much more effectual than a hasty and unguarded reprimand?

"The true teacher will feel his spirit burdened with the weight of influence, for good or evil, which he knows he must exert; and he will often tremble, as he asks himself, 'What shall befall the children of my care?' and 'What shall be the effect of my instructions on their young and pliant minds?'

"Many a just and noble man has owed his greatness to a gentle mother's prayers, a kind father's counsels, or a faithful teacher's words; and many a man of sin has traced his character of crime and infamy to some unwise control, or some neglect or injudicious counsel, in his youth. If, then, the teacher's influence be so important,

> 'Well may he *tremble*, as he prays
> For some kind spirit to direct his ways.'

"The following anecdote may not be deemed wholly inappropriate in this connection. A celebrated artist, in one of his rambles, met with a most beautiful and interesting child. It was the finest and most perfect child, he thought, that he had ever seen. 'I will,' said he, 'paint the portrait of this child, and keep it for my own; for I may never look upon its like again.' He accordingly painted it; and, when trouble came, and evil pas-

sions moved his spirit to rebel, he gazed upon the likeness of the boy, and passion fled, and holier thoughts entranced his soul. He said, 'If I can find a being that will answer for a perfect *contrast* to the child,— one in whom is concentrated everything vile and ugly of which I can conceive,— I will paint his portrait, also.'

"Years passed away, and he saw no person sufficiently hideous to answer his design. At length, while travelling in a distant land, he went within a prison's walls, and there he saw, stretched upon the floor of stone, the object which his fancy had portrayed. A man, whose soul was stained with blood, with glaring eyes and haggard face, and with demoniac rage cursing himself and his fellow-beings, and blaspheming God, lay chained within that miserable abode, awaiting the appointed hour of execution.

"The artist transferred his likeness to the canvas, and placed it opposite the child's. The contrast was most striking and complete. The angel boy,— the fiend man! What must have been the feelings of the artist, when, upon inquiry, he ascertained that both portraits were of the same individual being! The beautiful, the innocent child, had grown into the hideous, the sinful man!" *

If it be true that any mismanagement, or neglect of proper moral training, on the part of a parent or teacher, can render such a transformation possible, how earnestly and constantly should those who have aught to do with the young strive to lure them in wisdom's ways!

How much may be done, by the interested teacher, to

* P. H. Sweetser.

promote a kindly spirit and feeling in the hearts of the young! Instances will daily occur, in which he may do something by way of cultivating the tender sensibilities of his pupils. An affectionate and devoted teacher gives the following illustration: "It is a cloudy day in midsummer. The air of the school-room seems more close than usual. Some of the young people appear fatigued, some playful, and very few deeply interested in their studies. The teacher, after calling their attention, says: 'Children, you know little Mary has been sick a long time. She cannot come to school; she cannot go out to play. Who would like to send her a bouquet of flowers?' Every hand is raised, every face is animated with pleasure. They are requested to bring their flowers in the afternoon. The table is loaded; a beautiful bouquet is arranged; a note is written by the teacher in behalf of the scholars, and a messenger from their number despatched with the gift to the sick room." Who can limit the happy influence of this little act of kindness,— delightful alike to the givers and the receiver,— pleasant for the contemplation of all? A beautiful fragrance diffuses itself from that little bunch of flowers, which has a perpetuating and pleasing effect, directly or indirectly imparting joyous emotions to many a heart.

CHAPTER XVIII.

EMULATION AND PRIZES.

The subject of emulation has of late been often discussed; and it is one on which the friends of education entertain quite a diversity of opinion. That a laudable emulation to excel in well-doing, founded on good motives, and stimulated by unselfish means and inducements, is desirable, but few will gainsay. But that emulation which is encouraged by the proffer of some prize, or by the mere desire to surpass and outshine a fellow-student, is highly objectionable and pernicious. While I freely admit that some good results may emanate from a prize-encouraged emulation, I at the same time feel that the ill consequences will so greatly preponderate as to render it unwise to introduce any such system into our plans for school instruction. The following are some of the more prominent objections to a prize-fostered system of emulation:

1. *The extreme difficulty of selecting the most deserving from a class of competitors.*

In a school of thirty pupils, twenty may so conduct and apply themselves as to secure the general approbation of their instructor and friends,— some, perhaps, slightly excelling in one particular, and others in another. Now, it is no easy task to select from this number some four or five as *the* best, all circumstances considered, without doing a real or apparent injustice to the remainder. It

would, under these conditions, seem almost unkind to intrust it to men of fallible judgment to decide as to the exact degree of merit. Would it not be better that all should be left to enjoy the satisfaction emanating from a consciousness of duty faithfully discharged, than that one should be unduly, and, it may be, undeservingly, exalted, while the many are made to suffer unfavorably, and perhaps unjustly, by the decision of partial or incompetent men?

2. *The difficulty of determining what, and how much, regard shall be had to the external aids and circumstances of the aspirants.*

One boy may be surrounded by kind and intelligent parents and friends, and receive such home or fireside influence as shall greatly encourage and facilitate all his operations, while another in the same class may occupy a situation the very reverse. While the former has nothing *to interrupt*, but much to assist him, at home, the latter, if he has a home, receives from it no kindly influences, but many hindrances and drawbacks. The latter may be the more industrious, and strive the more zealously and perseveringly, and, on the ground of real *self*-exertion and *self*-merit, richly *deserve* success, and yet fail, on account of the adverse influences to which he is exposed, and for which he should not, in any degree, be considered accountable.

3. *A few are stimulated, and the many discouraged.*

Boys will very soon satisfy themselves concerning their own individual prospects of success; and, if these are against them, they will often give up, with the idea that it is in vain for them even *to try*. And thus, not

unfrequently, the boy who is naturally bold, prompt, and persevering,— the boy who certainly needs not a prospective prize to stimulate him,— will, with ease, and without any self-denying toil, reach the goal and bear away the "palm," while the more diffident and distrustful, but, perhaps, *more deserving*, will become discouraged in the onset, and leave the course free for his more fortunate, but not more *meritorious* rival.

4. *The rivalry consequent upon a contest for prizes often engenders or calls forth some of the baser feelings and passions of the heart.*

Have not enmities often been caused in this way which have continued, with increasing bitterness, through a long life? The boy whose heart rankles with envy and hatred at the success of his classmate at school, will, if life continues, look upon his every successful step in the journey of subsequent life with the bitter and malicious feelings of envy.

5. *Boys should be trained to regard some higher and better object than the mere attainment of a prize, as an inducement to good deportment and diligent application.*

A desire to become useful, respected, and happy citizens, should be prominent in the mind of every member of a school. If, in reply to this, it is urged, that school-prizes are merely attractive way-marks to lure them onward to a higher and nobler object, I would answer, that danger lurks in the way; and, before that better object is gained, the mind may become entirely engrossed, or the kindly feelings of the heart blunted or perverted, in the pursuit or attainment of the way allurement.

6. *Improper measures are often adopted to gain the desired end.*

Boys who are trained to regard the attainment of some prize as a chief inducement to excel, are strongly tempted to resort to means alike dishonorable and selfish. Thus it not unfrequently happens, that, in their efforts to gain the desired end, they overlook the rules of right, and disregard the feelings or circumstances of others. Says Sir Walter Scott, "There was a boy in my class at school who stood always at the head of the class; not could I, with all my efforts, supplant him. Day after day, and week after week, he kept his place, in spite of all my endeavors to get above him. I at length observed, that, when a question was asked him, he always fumbled with his fingers at a particular button on his waistcoat. To remove it, therefore, became expedient, in my eyes; and, in an evil moment, it was removed, with a knife. Great was my anxiety to know the success of my measure; and it succeeded too well. When the boy was again questioned, his fingers sought, as usual, for the button,— but it was not to be found. In his distress, he looked down for it; but he could neither see nor feel it. He stood confounded, and I took possession of his place; nor did he ever recover, or ever, I believe, suspect who was the author of his wrong. Often, in after life, has the sight of him smote me, as I passed by him; and often have I resolved to make him some reparation,— but it ended in good resolutions." Thus, what one gained by stratagem, proved a serious and irreparable loss to the other. If a system could be established, by which all who gained a certain attainable point of excellence could be equally rewarded, there might be less serious objection.

But, under present circumstances, the safest and best course for the teacher is, to allure his pupils onward by holding before them the great, sure, and attainable rewards which come from *well-doing*. Thus influenced by pure motives, with "Excelsior" for their motto, they may press safely onward and upward.

But how shall the teacher form, in his pupils, habits of industry and perseverance, without emulation? I will answer briefly, in the words of another: "First, he must excite and discipline their *curiosity*. This is acknowledged to be a common feeling, and ever active in children, if properly trained. There are certain kinds of knowledge which always interest them, and which their curiosity leads them to investigate. They are fond of the marvellous and the wonderful. Let all science, then, be made to partake of this character,— for this really belongs to it,— and curiosity will lead them to examine it. It is a great merit in a teacher to be able to excite the curiosity of his pupils concerning things pertaining to their ordinary studies.

"Another powerful motive is, *the love of approbation*,— the desire to gain the favor of the wise and good, and the approval of their teachers, parents, and friends. We met, a few days ago, with a young lady, a former pupil of ours, who is now a successful teacher in a grammar-school. For a year or two, she caused a great deal of trouble in the school, by neglecting her duties, and otherwise abusing her privileges. At last, a sudden change took place in her conduct, and, from one of the most troublesome scholars, she became one of the best. During some conversation relating to the school, she said, 'I remember what first induced me to alter my

course. *You praised me.* I found I had met your approbation, and I determined to deserve it.'

"Again; the teacher should labor to inspire his pupils with the love of knowledge. It is difficult, we are aware, to cause young children to realize the importance of education. Indeed, they are not capable of appreciating, to any considerable extent, the intrinsic value of knowledge; but, that it may be presented in so attractive a manner as to gain their attention, and, in most cases, ultimately to secure their love, we fully believe. To induce children to love learning, *the teacher must* be deeply interested in it himself; and he must show to them that *he* considers it of the first importance. And it is well, also, for the teacher to be interested in *their* knowledge, and in things which seem, *to them*, important; to sympathize with them in their joys, and in their trials; for, by so doing, he will lead his pupils to sympathize with him, and to feel an interest in that which is of consequence to him. The teacher should possess a sort of *mesmeric influence* over the minds of his pupils, that shall enable him to enter into their thoughts, and to control their acts.

Finally; the teacher should earnestly endeavor to impress upon them an idea of their obligations to themselves, and to their fellow-beings. He should teach them that talents and privileges were given them to use, not to abuse; that there are duties devolving upon them from which they cannot escape, and in the performance of which they cannot fail to realize their highest good. He should strive to impress upon them a sense of their dependence upon God; their accountability to Him, and the consequences that inevitably follow good or evil deeds.

It is true, that such influences may not always produce the speediest result; but we should

'Learn to labor and to wait;'

for, if we cast our bread upon the waters, we shall find it again, if not till after many days. It is not true, we think, that children stimulated by these motives will be necessarily dull and lifeless. Experience is said to be the best schoolmaster; and twenty years' experience as a teacher has fully convinced us that scholars may be better governed and better taught, and that the pupils will be more cheerful and happy, under such influences, than when controlled by the spirit of emulation." *

* P. H. Sweetser.

CHAPTER XIX.

PRIMARY SCHOOLS.

Our primary schools have not yet assumed that position in the minds of the people which their importance demands. In them the young receive their earliest and most lasting school impressions. While work that is well done here will facilitate all subsequent school efforts, instruction incorrectly imparted, or neglect suffered, will tend to embarrass and render more difficult all future efforts, both on the part of the learner and teacher. If correct habits of discipline, mental and physical, are thoroughly established at the outset, the result of later labors will be rendered more effectual and certain. The poet says,

"As the twig is bent the tree 's inclined."

If this is so, how important that early attention be given to the formation of right habits of thought, study, action, and expression! And yet, is it not often the case that many things are attended to carelessly, or utterly neglected, with the feeling that pupils are so soon to enter a higher school?

What would be thought of that cultivator who should neglect his plants and young trees while in the nursery, and assign as an excuse, that they were soon to be removed and transplanted into a situation in which they would receive more care and attention? Is it not considered

the part of true wisdom to watch and train them with the greatest care while in the nursery, that they may become fit subjects for transplantation? If, while there, they are suffered, from an over-growth of weeds and thorns, or from any other source, to become crooked, and dwarfed, and ill-shapen, they can never after be transformed into perfect and well-developed trees. But, if properly *started* and cared for in the nursery, their after growth and productiveness will be rendered sure and satisfactory.

So it is with our primary schools. Good or bad habits formed in them will, usually, exhibit themselves in the higher grades of schools. Impressions which children here receive will "grow with their growth, and strengthen with their strength." How important, then, that these impressions be of the right kind, and that they be seasonably and wisely made! How desirable that they lay broad, and deep, and well, the foundations on which the higher schools are to rear a superstructure! How much time and strength, that, in many cases, must, necessarily, be spent in *undoing* and *re-doing*, might be most pleasantly and profitably spent in extending and perfecting the good work, if properly commenced! If pupils in our primary schools receive wholesome and judicious training, their future instruction and discipline will be rendered easy and pleasant.

The feeling sometimes prevails, that any one will answer to teach a school of small children. This is a great error. It requires a rare combination of excellent qualities to form a good teacher for a primary school; and it is to be hoped that, hereafter, true merit will be more fully appreciated, and more adequately rewarded.

It is not desirable that many studies should be introduced into these schools; but it is important that what is done should be *well* done. Reading, spelling, and something of geography and arithmetic, are, probably, as many branches as can be attended to with any profit. In addition to these, quite a variety of miscellaneous exercises may be and should be introduced. Very young children take great pleasure in making figures and drawings upon their slates. It is very essential that every primary-school room should be furnished with a great variety of pictures, maps, &c., that the pupils may have an opportunity to copy the same. The practice will be of advantage to them, and tend to interest them during many hours that would, otherwise, be passed in listlessness or idle mischief. Let them also spend much time in copying figures upon their slates or upon the blackboard. It is very desirable that figures should be made neatly and plainly; and a little daily practice in our primary schools will do much towards securing these useful points. After the pupils have acquired the ability to make figures with a good degree of freedom and distinctness, let them be required to arrange them in columns, with a special reference to having them straight. Practice will do much in this particular. They can also spend much time in printing letters, and copying words, and making drawings of such simple objects as may be placed before them. Some of the more advanced may be allowed to write the words of their spelling exercises upon the blackboard or slate. In conducting a spelling lesson for a younger class, it will be found interesting, if the teacher will require the pupils to name the letters of a word while she writes the same upon the

blackboard. The judicious teacher will vary such exercises, and succeed in combining instruction and amusement. The older pupils in these schools may, profitably and pleasantly, spend some of their time in writing short sentences. Suppose, for example, the teacher writes upon the blackboard the following words,— Dog, Horse, Boy,— and asks the pupils to write a short sentence about each. The result may be something like the following : The dog barks ; The horse runs ; The boy loves play. These, it is true, are very simple, but will answer for a beginning. Such exercises will prove highly interesting and useful ; and, after a little practice, much longer sentences will be written with ease. Another valuable and pleasant exercise is "speaking pieces." Quite young scholars may profitably learn and speak short pieces of poetry, prose, or dialogue. But great care should be taken to have them speak with a proper regard to distinctness of enunciation, and propriety of emphasis and inflection. If suitable lessons in simple composition, or writing of sentences, and declamation, should be introduced into our primary schools, they would greatly tend to dispel the dark clouds which often hang around these exercises when commenced at a later day. But, unless they receive *right* attention, it would be better never to have them introduced.

Reading and spelling should receive prominent attention, and great care should be taken to establish habits of distinct utterance and clear enunciation. Every effort should be used to secure a correct comprehension of what is read, that pupils may read with the "spirit and understanding" too. If possible, the teacher should cause them to feel interested in their reading exercise. She may do

something towards awakening an interest, by asking them many questions respecting the subject of the lesson.

If pupils in these schools would make free use of the dictionary, it would be for their good. Let them be early and carefully trained to look for the meaning of such words as they do not comprehend, and they will form a habit which will prove valuable to them in all subsequent life. The practice will please them, and occupy time which would, otherwise, be spent in idleness.

At an early age,— indeed, at the very outset,— children should be thoroughly taught in relation to the shape, name, and power of each letter; and the frequent practice of giving the various sounds of the different letters will prove highly serviceable. It will also prove a pleasing and profitable exercise to require them to spell words by giving the appropriate sound or power of each letter, instead of calling its name.

In exercises in mental arithmetic, the teacher should insist upon precision and accuracy in answers and explanations. Their minds should not be too severely taxed, but what they do should be done well. In reciting, the pupils should have no books open. The teacher should read the question carefully and distinctly, and then call upon some one to repeat it and explain it. This will tend to secure the attention of all, and prove a good discipline for the memory. It may require a little extra patience, at first, on the part of the teacher; but its advantages will amply compensate for the same. If geography is the subject, let the teacher aim constantly to secure a clear and full understanding of all that is attended to. Let every definition and every term be properly explained. It is often the case that scholars go

over much ground, without obtaining a single definite idea. I have known a whole class answer promptly and correctly many questions in geography, and yet, when asked where the earth was, or if they had ever seen it, they manifested entire ignorance. Like parrots, they could utter, "Geography is a description of the earth," but without the slightest idea that they had ever seen it, or played about its fields, and hills, and valleys. A very correct idea of boundary may be formed by requiring pupils to tell how their school-yard, or their parents' gardens or farms, are bounded. The names and boundaries of the towns in the county, the names of the counties of a state, and also the names of the states, may be, in due time, considered and learned. But let every step be made as intelligible and interesting as possible.

It will be very interesting to the young to have their exercises interspersed with singing and changes of position. Indeed, some teachers teach the multiplication-table, and other tables, with the aid of music. A change of position, by some simultaneous movement, will be interesting and profitable. It is very tedious for small children to sit for a long time without change of position. It will be quite a pleasant relief for them, if, at the end of each hour, the whole school can go through with some changes of position similar to the following,— the particular exercise being indicated by a figure :

1. Sit erect, and fold arms.
2. Extend right hand.
3. Extend left hand.
4. Extend both hands.
5. Clap hands.
6. Place right hand on top of head.

7. Place left hand on top of head.
8. All rise.
9. All turn half-way round.
10. All sit.
11. Place faces upon desks.

The changes may be varied and extended by the teacher; and the frequent practice of them will serve as a recreation, and be promotive of health. Some teachers are accustomed to require their pupils to sit much of the time with their arms folded. This habit is a bad one, and should not be encouraged.

It should be a prominent object of the teacher of a primary school to make the pupils happy; and to combine, so far as may be, instruction with amusement. In order to gain the affection of pupils, a teacher must manifest a lively interest in all their affairs. It is sometimes the case that an instructor, by her coldness, and formality, and reserve, destroys the attraction that should exist between her and her pupils. Some even feel that they must be so precise and dignified, in all their movements and expressions, that they fail of securing the hearty confidence of the young. Now, the teacher may exhibit pleasure in the amusements of her pupils, and sometimes take part in the same, without injury to herself or them. A parent once expressed to Mr. Wright, the instructor of the Edinburgh Infant School, surprise at the idea that a schoolmaster could make himself the object of love. Mr. Wright requested the parent to remain, and see how he treated his pupils. He did so; and saw the kindness, the cheerfulness and sportiveness which never flagged, while he saw discipline and instruction, at the same time. The children, at

recess, went upon the play-ground, and, to the amusement of the visitor, the teacher ran out, crying, "Hare and hounds! hare and hounds!" and, taking the first character on himself, he was instantly pursued by the whole pack, round and round the play-ground. At last, he was taken and worried by an immense act of coöperation. In his extremity, he rang his hand-bell for school; instantly the hounds left their prey, rushed into the school-room, and, in less than a minute, were busy with their lessons. The visitor departed with a shrug, saying, "Na, the like o' that I ne'er saw."

While it cannot be expected that all teachers can do as the instructor of this Scotch school did, it may be hoped that all will manifest an interest in the rational amusements of their pupils. By so doing, they will gain an influence which will be of great service to them. Such a course will enable teachers to obtain a knowledge of the habits and dispositions of pupils, which could not be so well learned in any other way. On the play-ground, children usually act themselves, without restraint, and exhibit individual traits of character more fully than in any other situation; and, if teachers will manifest some interest in their sports, they will gain their confidence, and thus be enabled to work more understandingly and efficiently.

Teachers should always aim to encourage and cheer their pupils, and make all their exercises as pleasant as possible. This will do them much good, and animate them with a spirit of persevering application. If the young are, in a proper way, made to feel that they do well, they will, by the very means, be incited to do still better. It will increase their confidence in their own

ability, and inspire them with a happy spirit. The consciousness of receiving the approbation of those we esteem affords pleasure and encouragement.

I have alluded to primary schools as they are usually organized, containing children between the ages of four and ten years. A more perfect and complete organization of schools would have primary schools embrace pupils from six to eight years of age, with an intermediate school for children between the ages of eight and ten years, and a grammar school, into which all who are sufficiently qualified may enter after arriving at the age of ten years. Such an arrangement may be made in villages where the children are sufficiently numerous to require the attention of three teachers.

CHAPTER XX.

LESSONS AND RECITATIONS.

In the assignment of lessons, and in the mode of conducting recitations, it will be necessary to exercise much good judgment and discretion. One of the most desirable things in a school is, to keep the pupils properly employed. If their time and attention are suitably directed to their lessons, they will be kept from many troublesome habits. Idleness is the source of most of the mischief in schools; and he who wishes to have an orderly school, in a quiet way, must aim to give his pupils constant and regular employment.

But, while the teacher seeks to assign lessons, the learning of which will require the close application of the members of his school, he should be careful that he does not overtask them, and check their ardor. Some pupils will learn a lesson much more readily than others; and hence it will not answer to adapt the length of a lesson to the capacity of the *best* pupils. It should be brought within the ability of the more moderate members of a class; but it should be such as will demand their close application and earnest attention. The teacher should strive to inspire them with a true thirst for knowledge, and cause them to feel that the highest pleasure will arise from the mastery of the greatest difficulties.

The true design of lessons and school exercises should

not be lost sight of. It is not, to store the mind with words, and rules, and problems,—but to discipline it, and fit it for grasping and comprehending whatever subject may come before it in life; in other words, it should be trained to investigate and think. When one of the ancient philosophers was asked what a certain pupil should learn, he gave the following noble reply: "Let him learn that which will be of service to him when he becomes a man." And, I add, he who has acquired the habit of close reflection, and examination, and a true spirit of self-reliance, has gained that knowledge which will be of essential service to him, life's journey through; while he who has not formed these habits will become a comparatively useless and inefficient man, though his head be stored with the mere contents of all the books ever published.

I repeat again, that the true end of all lessons should be *intellectual discipline*. "The common impression seems to be, that the mind is to be distended with knowledge, rather than braced with discipline. And much of past instruction has been calculated to foster the idea, that the child, like his own passive verb, is 'to be acted upon.' He is to be *taught*, merely; and somehow, by the agency of talking and explanation, and, as it were, puncturing and rousing the dead flesh of ignorance with an interrogation-point, on the part of the teacher, and monosyllabic expressions of easy assent, on the part of the scholar, he can be raised to intellectual life, and transformed from the child in his folly to a man in intellectual things. I need hardly say that this is a mistake in fundamentals; it is an error in doctrine. Do you, O teacher, suffer your pupil to learn *memoriter?* Do you

allow him to suppose he has mastered a subject, while he has to rely on your questions in the recitation of it? Do you suffer him to proceed, for instance, in mathematics, without subjecting him to the habit of rigid analysis, and compelling him to see and assign, unprompted, a reason for every step,— without obliging him to construct his own rules, and thus grow in discipline every day? Then you can never raise the little company of your disciples to the mount of clear vision, and make them strong-minded men; you are, rather, in the greatest danger of sinking them a thousand fathoms deep in the Dead Sea." *

The teacher should incite his pupils so to study their lessons that they may understand them, and give clear and unequivocal proof of their comprehension when called upon to recite. Let this be done thoroughly, and we shall not see so many school-rooms filled with pupils "who *know*, but cannot tell. Pupils who have the knowledge, but cannot find it. They know just where it is; but, like a thief's honesty, in the moment of trial it is not there! This *genus* is a large one; and it deserves what editors call a *notice*, though I think not a *puff*. They have studied all science and art, and know everything, and yet know nothing. They seem to be well versed, and 'ready to communicate,' so long as the question-asking teacher manages the 'discharging-rod.' They are so ready to *answer*, that they seem to overflow with knowledge. But, when without this assistance they are called upon for an exposition of what they know, alas! they suddenly find that their knowledge, like fare-

* W. C. Goldthwait.

well emotions, 'lies too deep for utterance.' As it is said of some cutaneous disorders, it has 'struck in,'—though, I believe, without producing any congestion at the centre! But, dropping the language of ridicule, we should remember that the pupil *does not know till he can tell.*"

Some teachers have a wonderful faculty of "*carrying*" their pupils *over* much ground, without going into it. It would answer about as well, if such should *carry* their pupils on their shoulders over the book closed and sealed. Some parents, too, appear to be perfectly satisfied in knowing that their children are attending to a long list of studies, though they may not acquire any well-grounded, definite or thorough understanding of a single branch. The learning and repeating of certain stereotyped rules in a book are mistaken for a clear understanding and general application of principles. Pupils thus trained will resemble the youth in the following case. Says a teacher: "A lad of seventeen years once said to me, with an air of considerable importance, '*I went through Daboll's Arithmetic three times last winter, sir; and I can do any question in the hardest ciphering-book you can bring.*' I did not dispute him; for I did not doubt that he could, *mechanically*, obtain the answer to almost any question he could find *in a book*, set down under a *specific rule.* But, presuming that he, like many others, had made figures without *thinking*, I asked him if he could tell me what twenty pounds of beef would come to, at ten cents per pound, provided two-thirds of it was fat. After a momentary and awkward hesitation, he said, 'If you will tell me what the *fat* comes to, I will do the question.'

As I smiled at this, he said, with much spirit, 'If you will tell me what rule it comes under, I will do it.' I continued silent, for his ludicrous embarrassment prevented my speaking at the instant, when he, with great earnestness, exclaimed, 'It is an unfair sum; I never saw such a sum in the book in my life.' "

And thus it is with many; *they do not examine, they do not think.* They have not yet learned that *thinking* has anything to do with an education. The unfortunate lad, just alluded to, had never accustomed his mind to seek for the *why* and *wherefore.* No; that two-thirds *fat* he could not *digest;* he could not put it under any rule; — indeed, he had never before seen a question that had any fat in it, and he was entirely unacquainted with the "*trying-out*" process.

It is, often, a fault, with a teacher, that he confines his instruction to the strict letter of the text-book, and rests satisfied if his pupils answer the questions, or solve the problems, of the book, without making any attempt to test their ability to apply the knowledge thus gained. It is wonderful to see how much mere text-book knowledge one may have, and yet possess little or no ability to bring that knowledge to bear upon the practical, business operations of every-day life. A certain man had a son who was considered quite a prodigy in the mathematical department. The father prided himself on the facility and accuracy with which his son would perform all arithmetical calculations and operations. On a certain occasion he purchased, of a market-man, a load of turkeys. The seller of the turkeys readily reckoned the amount he was to receive for his load; but this did not accord with the purchaser's views. His son Solomon was the only

one who could do such questions with sufficient accuracy to suit him; and Solomon was accordingly called, and requested to ascertain what the load of turkeys would come to. With slate in hand, he seated himself, and began making figures. After a suitable time, he was asked for the result. His reply was, "I have not quite got it yet." After a longer time had elapsed, the father again called, with some feeling of impatience, for the answer, when Solomon said, "To tell the truth, father, I cannot do the question, for I have never ciphered in turkey rule."

Let the pupil be accustomed to receive questions of a practical nature, aside from those in the text-book, and he will study his lessons with the intention of understanding them, and not with the mere design of repeating the words or rules of the book.

Recitations. — Much depends upon the manner of conducting a recitation. From a visit to some schools, one might infer that it was the teacher's part to recite,— and that, in many cases, to very inattentive listeners. Some teachers talk so much and so loudly, in their attempts to explain and simplify a lesson, as rather to confuse than enlighten.

The scholar should be made to feel that it is his duty to recite his lessons, and that the greatest merit will consist in the clearest and promptest answers and solutions. He should be made to feel that he must gain a clear and definite understanding of the subject under consideration, so that he may impart his knowledge in a plain and intelligible manner. He should be induced to regard that accuracy and positiveness in his explanations which can only emanate from a complete and thorough comprehen-

sion of his subject. Many scholars acquire a habit of indefiniteness and confusedness in relation to their lessons. They may feel pretty certain that one of two answers is correct, but they cannot with any degree of certainty say which. The color of the article under consideration is either black or white, but which positively they know not. They are in a condition like that of the Irish recruit, who, on being asked, by his officer, what his height was, replied that the man who measured him said it was five feet ten, or ten feet five, but exactly which it was he could not tell at all, at all,— though sure he was that one of the two was right; and all this, too, with a feeling that either would answer. Now, who cannot see that such indefiniteness is not knowledge,— it is mere guessing?

The following excellent suggestions are from the pen of Rufus Putnam, Esq., for many years principal of the Bowditch School, Salem, Mass.:

"Recitations should be conducted in the manner best adapted to the cultivation of all the mental powers. In recitations in geography, for example, the drawing of maps is an exceedingly valuable exercise; but it should be done without reference to the map, except as it was studied before coming to recitation. . . . . The teacher should ever esteem it a duty, of the highest importance, to do what he may to invest his pupils with the *power of fixing the attention.* All else that the pupil may learn will be of little value, compared with this; and if he shall succeed in cultivating this faculty, and imparting a high degree of this power, he may consider himself amply repaid for any amount of labor it may have cost him. It is not always easy to secure the undivided

attention of scholars in time of recitation: they will listen attentively to the remarks of the teacher; but to listen to each other while reciting, so carefully as to notice their errors and omissions, is not so easy. I have found no mode of conducting recitations better adapted to secure the attention of the pupils, and to profit them in every respect, than the following:

"The class should have all the time and assistance they need to enable them to learn the lesson assigned, so that no one shall come to the recitation unprepared, except in consequence of his own neglect. The teacher should propound the questions to the scholars, generally, not in any particular order, but promiscuously; stating the question before naming the scholar who is to recite. If any scholar does not understand the question, he will make it known before any one is called to answer. If the scholar called on does not know the question, he is considered as failing, and another is called upon to answer. As a general rule, the scholar should be allowed to go through with his answer, right or wrong, without assistance or interruption by either the teacher or one of the class. If he commits an important error, neither the teacher, nor another member of the class, should notice it by any outward token whatever; and the next question may be propounded just as if the last had been answered correctly. The scholar next called on to answer will correct the error made by the one who preceded him, if he observed it. If he does not correct it, he, also, is charged with the error, although he should answer his own question correctly; — and so on, each scholar being charged with as many errors as he allows to pass uncorrected; though it may be best to require no

scholar to correct more than one error. The teacher, all the while, remains, as much as possible, a silent listener, until the recitation is finished,— carefully noticing all the errors. Having thus exhausted the knowledge of the class, as far as time will permit he will remark upon any error which remains uncorrected; decide who were right, and who were wrong, among those who differed in their answers; and give such explanations and additional instruction as the case demands. By conducting the recitation in this way, a strong motive is presented to the scholar to study the lesson carefully before recitation; to depend on himself, and not on his teacher, while reciting; to watch, attentively, the whole recitation; to discriminate between answers *nearly*, and those which are exactly, correct; and, at the close of the recitation, to listen with interest to the remarks which the intelligent and faithful teacher will, if left to himself, seldom omit. Good judgment will be needed in introducing such a mode of conducting a recitation to a class unaccustomed to it; and it would not be expedient to observe this mode strictly in hearing recitations upon all subjects, and from pupils in every stage of advancement; but I would recommend as near an approximation to it as the circumstances will admit."

Pupils should be required to give clear and well-defined answers at the first trial. Many scholars have a wonderful faculty of recovering from an incorrect answer, after catching a hint of their inaccuracy from the class or teacher. They *say* one way, and then recall it, and say they "meant to say" so and so, which is often quite the reverse of what they had said or thought previously. A Frenchman once said of a certain sword, "Dis ish de

sword vich Balaam had." "But," replied a hearer, "Balaam had no sword; he only wished he had one." "Well," said the pertinacious Frenchman; "I mean, dis ish de very sword dat he vish he had."

Thus it is, often, with some scholars; they discover their error, and the true answer, from some circumstances or expressions, and then undertake to assume a right position by "O, yes; I meant so." Of course, they meant to give the true answer, even if they knew it not.

Some teachers are much accustomed to having their pupils recite in concert. This, I think, should not often be encouraged. Some exercises may be recited by the pupils simultaneously to good advantage; but this mode of reciting too often constitutes a shield for the idle and inaccurate pupils. Whenever it is adopted, the teacher should insist that all answer immediately and at the same instant, so that none may gain a "catch-word" from others in his class.

The instructor should have the fullest assurance that all rules, explanations, and illustrations, in connection with a lesson, are perfectly comprehended. It is an excellent plan to encourage scholars to ask questions, and make observations, in reference to the passing lesson. Let them, if possible, be so trained that they will feel perfectly free to ask for any further explanation, or to make any suggestions that may occur to their minds. At the close of a recitation, it may be well to request any member of a class to ask any question in reference to the lesson, or name any point upon which he would like to receive more or clearer information. It is of the utmost importance that the desire to gain a distinct and clear understanding of every subject be early and firmly

formed, and, also, that a true spirit of self-reliance and self-possession be carefully and earnestly encouraged and promoted.

J. D. Philbrick, for many years an efficient teacher in Boston, and now principal of the Connecticut State Normal, uses the following very sensible remarks, in answering the question, "*How shall the teacher proceed, in order to render a particular recitation as pleasant and profitable as possible?*"

"As a preliminary step, in attempting to reach this result, it is important to give pupils definite and particular directions as to the manner of preparing their lessons, and the manner in which they will be expected to recite. The difficulties they will be likely to meet should be anticipated, and, though not solved and cleared up, such hints should be thrown out as the case may require. The means of securing faithful preparation, on the part of pupils, does not come within the range of our present subject. But let us suppose that object attained, and the recitation commences.

"*Attention* is the most important thing now to be required of the pupils,— undivided attention,— the attention of the whole class as long as the recitation continues. I put an important question to one of my pupils a few days since, which he could not answer, and pleaded as an excuse, and with eyes filled with tears, that it was not in the book, and he had never heard it before. But the fact was, that it had been discussed and answered, in his presence, on the day previous, while he was inattentive, and so he was none the wiser for what had been said about it. Instruction is wasted on minds while in such a state. It is seed sown by the wayside.

"*Attention* is a fundamental requisite of a good recitation, and must be secured, at any cost; for, without it, the best of instruction can neither be understood nor retained. The teacher should leave no expedient untried till he has succeeded here; for it is idle to obtain other conquests while this victory remains to be achieved. But he must not attempt impossibilities, and contend against nature, with the expectation of a complete mastery; for there are some wits so wandering, that no art can keep them on the same subject for a long time. Pupils of this description need to have the kaleidoscope turned often before their mental vision. The attention of young scholars is soon wearied; and it is very injudicious to drag their jaded minds through long recitations. Their mental repast should be short and sweet. They will come to them, then, with a sharp appetite, though often called.

"Before dismissing this topic, it is proper to observe that there are two kinds of attention,— that which is caused by an interest in the subject under consideration, and that which is yielded from a sense of duty, and under the pressure of necessity. The former should be aimed at when it is desirable to deposit knowledge in the memory safely. The latter is useful as a mental discipline. When the Athenian orator was asked what was the most important thing in speaking, he replied, '*Action;* the second requisite, *action;* the third, *action.*' And I would say the same of *attention*, in recitation.

"*Energy* is another essential requisite in a good recitation. This quality should never be omitted. It should enter into every action, however minute and trivial. In rising up and in sitting down, in the posture of the body

and holding the book, it should be constantly insisted upon. Indistinct utterance is, not unfrequently, the result of a slothful habit of using the organs of speech, especially the tongue and lips. In such cases, energy is the only remedy. The organs of the body, as well as the faculties of the mind, should be trained to prompt and vigorous action in every exercise in the recitation where it is possible. A right use of the respiratory organs is an efficient means of promoting habits of energetic action. I suppose that it was on this principle that Napoleon selected men for action who were provided with ample nostrils and capacious lungs.

"But, in our earnestness and zeal for the *fortiter in re*, it is well, on the other hand, to guard against forgetfulness of the *suaviter in modo*. Energy should be well tempered with the attractive grace of gentleness. It may be useful, also, to bear in mind, that there is a marked difference between energy and noise,— a difference similar to that between lightning and thunder. The literal meaning of energy is *inward-workingness;* and, where it really exists, it will make itself felt, though speaking in a 'still small voice.'

"The example of the teacher is the best mode of securing energetic habits in pupils. Energy is contagious. Let the teacher be active, brisk, and decisive, in his manner, and the same qualities will be reflected in his pupils. On the other hand, who ever found a class anything but tame and listless in the hands of a teacher eminent for sluggishness and inactivity? There is no better rule on this subject than that in the holy proverb, 'Whatever our hands find to do, let us do it with all our might.'

"*Encouragement*, when judiciously applied, is a powerful agent in promoting the objects of recitation. It is what scholars of all grades need. Children must have it, or they will not succeed. Encouragement, in education, is like the sun in the natural world; nothing can supply its place. The teacher who knows how to dispense his smiles of approbation wields a greater power than ever slept in the rod, or was contained in the language of censure and reproach. Make a pupil *think* he can *do* a thing, and he *can* do it. *Possunt, quia posse videntur.* This is a consideration which requires particular attention, as teachers are constantly prone to bestow the largest share of encouragement where it is least needed. How much more are the bright and bold scholars praised, and cheered on, than the dull and timid! Scholars should be encouraged to ask questions and suggest the difficulties which occur to their minds; for sensible and pertinent questions require thought, and promote mental activity. The skilful teacher will answer one question in such a manner as to provoke many more; and, when the appetite of his pupil has become sufficiently keen, he will be directed to the sources of information, and encouraged to work the mine of knowledge on his own account.

"*Exactness* is a point which should be rigorously demanded in recitation. There can be no such thing as good scholarship, or good instruction, without it. In pronunciation, it is not enough to avoid inaccuracies; the utterance should be complete in every respect, and free from all defects. Fragments of sentences, and incoherent phrases, should not be received as answers to questions. It fosters a slovenly habit of expression, and robs

the pupil of the best practical means of acquiring readiness and correctness in the use of language. It is an important rule to require the pupil to include the question in his answer, and form a complete sentence, which can stand alone. For example; if the teacher put the question, 'What is the capital of France?' it is not enough to receive for the answer, 'Paris.' The answer should be thus,—'The capital of France is Paris,' or thus,—'Paris is the capital of France.' I am aware that it will be objected to this mode that it consumes too much time; but, if a teacher will but adopt it, and practise it for some time, he will find that it is well, sometimes, 'to stay a little, that he may make an end the sooner.'

"In every recitation, it should be the aim of the teacher to call into exercise as many faculties as possible; for it is only by exercising them that they can be developed and perfected. When it is possible, principles should be deduced from the particular facts under consideration; the pupils made to see how much more valuable the knowledge of one general truth is, than the knowledge of many facts. Every sort of routine in recitation should be avoided. The teacher who would be very successful must tax his invention to find out ways of varying the exercises, though always keeping the great end in view."

CHAPTER XXI.

EXAMINATIONS AND EXHIBITIONS.

School examinations, judiciously regarded and properly conducted, have a beneficial effect upon teachers, pupils, and parents; but, that they may answer their true design, and produce the favorable results for which they are instituted, their object should be clearly understood and wisely observed. An examination in the prospect should tend to stimulate both teachers and pupils so to perform all their school duties that they will, at any time, bear a strict and candid inspection. It should not, however, be considered as an *end*, but merely as an *auxiliary*, in the great work of education.

It is sometimes the case that an instructor and his pupils look upon examination-day as the day for which all previous school days were made; and they apply all their powers, and devote all their energies, to a formal preparation for its exercises. This is all wrong, as it tends to form incorrect views in relation to the true nature and purpose of all school training. Teachers and pupils should daily labor with a strong desire to do their work so faithfully that it will at all times bear the test of a close examination. Nothing can be more erroneous than the idea, which some appear to entertain, that the exercises and recitations of a single day, in the presence of a crowd of people, who have entered the school-room for the first time during the year, will afford a fair

criterion for deciding upon the condition of a school, and of the past fidelity of teacher and pupils. On such occasions, the very circumstances will tend greatly to modify the real appearance of a school, both as regards deportment and recitations. The unusual assemblage often tends to abash or confuse the best pupils of a school. Many a good scholar has had his spirits crushed, and his ardor checked, by failures resulting from embarrassment on the day of examination. On such occasions, the children are frequently subjected to an ordeal that would be trying to adults. Sometimes the mere excitement attendant upon an examination causes many pupils to appear to great disadvantage.

The true object of an examination should be, to ascertain whether, under all the circumstances, teacher and pupils have performed their daily duties in a faithful and intelligent manner, so that they deserve the continued approval of committees and parents. The desired knowledge on this point can be more satisfactorily obtained by occasional and informal visits to a school, than on a set examination-day. I would, therefore, suggest, that, instead of the mode of examining schools now so common, committees should visit the schools under their charge as frequently as may be, and without previous notice. At these visits, they should examine the several classes, with as much thoroughness as may be desirable, to ascertain their true condition. The teacher's methods of teaching and governing should also be carefully observed, and every step taken that may seem essential to gain a correct understanding of the true condition of the school.

These occasional visits will afford an insight into the

every-day movements and state of the school, and give a more just view of the nature of the relation which subsists between the instructor and pupils. Results, in themselves highly satisfactory, as exhibited on examination-day, may have been produced by methods and processes very unsatisfactory.

At the times of these visitations, it should be the aim of the teacher to conduct the several exercises precisely as he does when no visitors are present, that the school may appear in its usual condition. If the committee wish to examine any class or classes more at length, the teacher should most cheerfully acquiesce, and do all within his power to impart a correct understanding of the condition of the school, with all its defects, as well as excellences. If pupils have been idle or heedless, let it be seen to their disadvantage; if they have been diligent and attentive, let it appear to their credit.

If these informal visits shall tend to satisfy the committee that the schools have been laboring wisely and faithfully in all their relations, an opportunity should be afforded the teachers, at the close of their several terms, to present such an *exhibition* of the school as may best tend to interest parents and pupils. But it should be regarded as an exhibition, and not as an examination. It should be an occasion that will be alike gratifying to pupils and parents,— a sort of assurance that school duties have been so satisfactorily performed as to entitle pupils and teacher to the privilege of exhibiting their more pleasing and less irksome exercises. The speaking of pieces, rehearsal of dialogues, and reading of compositions, may, in part, constitute the exercises on these occasions. Their true object should be, to show what the

pupils can do,— to present the school in its most favorable aspect. Such exhibitions will tend to interest parents, and induce many to enter the school-room who would not come, under ordinary circumstances,— and, if rightly improved, they will furnish opportunities for calling the attention of parents to some of their school duties and obligations. It should, however, be the aim of all concerned to avoid every appearance of mere theatrical show, and to have all the exercises such as have a salutary influence and leave pleasant impressions.

CHAPTER XXII.

MULTIPLICITY OF STUDIES.

THERE is a feeling quite too prevalent, in the community, that a multiplicity of studies is really essential to good scholarship. Hence, *many* branches are attended to *superficially*, while *no* branch is pursued *systematically* and *thoroughly*. Parents and pupils frequently imbibe the impression that a long list of studies will produce good scholars. But a more stupendous error cannot be conceived. Our schools, at best, can furnish but a *foundation*, upon which the whole subsequent life must erect a superstructure. It is vastly more important that this foundation be accurately, strongly, and fitly made, than that it contain a great variety of material.

I would not be understood as undervaluing the higher branches, but merely as being opposed to substituting them for the elementary and indispensable ones. I would not have a pupil attend to geography of the heavens until he knew something of the geography of the earth; nor would I allow Chemistry, Astronomy, Geometry, Botany, Geology, and a long list of other *ologies*, to take the place of Reading, Spelling, Arithmetic, and other fundamental studies. Let a good foundation be well and thoroughly laid, and then the pupil has that on which he may rear a superstructure of any desired nature and extent. But, how often is it that pupils are allowed to fritter away their time upon some of the more accom-

plished, though really less useful branches, and that, too, when they are sadly deficient in their elementary training! How many misses spend their time on music and embroidery, French and painting, who might, with more propriety, spend some time over the spelling-book, and in learning the uses of the needle and the flat-iron, or listening to the music of the broom!

A gentleman, who was for many years at the head of a popular academy, says: "A young lady once came to place herself under my care, with the intention of becoming a teacher. Upon examination, I found her exceedingly ignorant in the common branches of an English education; but, perceiving, from her appearance, that she had a course of study marked out in her own mind, I asked her what branches she wished to pursue while under my care. Said she, 'I wish to study Chemistry, Philosophy, Astronomy, and French,—paint a mourning-piece, read Spanish, *conjecture* a map, and learn *bigotry*.'" Thinking the last-named sufficiently abounded without culture, he very readily conjectured that there was some mistake in the nomenclature; and, upon further examination, he was induced to substitute *botany* for *bigotry*. And is it not true, that, in many schools, there are scholars who can neither pronounce nor spell the *names* of the branches they pursue?

The truth is, that nearly every man has some favorite study, which he wishes to have occupy a prominent place on the catalogue of school studies; and, if the notions and whims of all should be gratified, it would require no inconsiderable effort merely to remember the *names* of the various branches to be pursued. I recently heard quite a discussion on the propriety of making agriculture

a distinct subject of school instruction. Now, though we have a very exalted opinion of farming, we can see no good reason why it should be singled out from the numerous other occupations as a department of common-school study; and, should such be the case, we should soon find other occupations clamorous for their share of attention, until it would be necessary to construct school-houses on entirely new principles. While, outside, a small farm would be needed, we should, within, in addition to the usual study-room, want one for a carpenter's shop, one for a smithery, another for a cooperage, another for a shoemaker's, with a basement for a cotton factory, and the attic for a tinman's shop. These, in full operation at one and the same time, under the superintendence of one man, would render all occasion for vocal music unnecessary; and, if the young did not become qualified for the pursuits of life, they would certainly become familiar with the din of business.

Our common schools, constituted as they are, should be limited as to the branches to be taught in them. Reading, Spelling, Penmanship, Arithmetic, Geography and History, Grammar, including, of course, composition and letter-writing, single-entry Book-keeping, probably comprise all the branches that can be advantageously pursued in our public schools. These, thoroughly and properly taught, will fit the young for assuming a respectable stand in life; but the acquisition of higher branches, without a well-grounded understanding of these, will only subject one to constant occasions for mortification. What matters it, if one understands Chemistry, Geometry, French, and Latin, with many other branches, if he can-

not read intelligibly, spell correctly, write legibly, or pen a neat and readable letter?

Assuming that the above branches are all that can be profitably introduced into our common schools, I will proceed to speak of each of them separately, and impart such hints in relation to each as may seem most important. It will not be my purpose to tell precisely how each branch shall be taught; but I shall, rather, aim to make such suggestions in relation to each as may be of some value to those who may engage in the great business of educating the young. Every instructor, who would be truly successful, must constantly draw upon his own resources; and, while he may profit much from the suggestive hints of others, he should strive, studiously and wisely, to improve from these hints, by modifying plans, and adapting them to the peculiar wants and circumstances of his own school. It is the part of wisdom and prudence to draw instruction from every proper source,—it is the part of folly *servilely* to imitate, in all particulars, the plans and movements of any one, regardless of circumstances.

The hints I may give, or the suggestions I may make, will, it is believed, prove, directly or indirectly, serviceable to others; and, possibly, some of the modes of teaching that may be designated may be deemed worthy of adoption. If, in relation to a single branch, some new idea may be developed, or some new interest awakened in the mind of any one, the author will feel that his labor has not been wholly in vain, or useless.

CHAPTER XXIII.

READING.

Of the several branches attended to in our schools, no one exceeds, in importance, that of reading; and, perhaps, it may be added, that none is so imperfectly taught. There are various reasons for this; two or three of which I will allude to.

In the first place, the number of those in the community who read but miserably, or indifferently, is so much greater than that of those who read with a good degree of excellence, that an imperfect model is constantly exerting its influence. Both teachers and pupils are unfavorably affected by this. It is not easy to over-estimate the good results of a correct example, nor to magnify the ill consequences of a wrong one.

Again; there is, on the part of the young, and also of many older persons, too much of a feeling, that a mere repetition of words constitutes reading, and that an ability to utter them with great rapidity is the highest attainment to be gained. This feeling, when it prevails,—and it often does,—stands directly in the way of all true advancement. It must be removed, before the first upward step can be taken; and, to effect this, will require the patient, continued, and judicious efforts of the teacher, and particular care and perseverance on the part of the learner.

Another obstacle in the way of good reading has been

the small degree of prominence which has been attached to the exercise. In most schools, it has received a very formal attention, once or twice daily; in but few have pupils been thoroughly and systematically trained in the science of reading; in fewer still have they been inspired with a right estimate of the importance of the subject. The large number of pupils usually under the care of one teacher, and the variety of branches introduced into our schools, have made it almost impossible for the instructor to do all that has been desirable. In the press of school duties, reading, too often, receives a hurried attention, and is treated more as a merely *prescribed* study than as one of *primary* consideration.

It will not be my aim to give specific rules for teaching this branch, but, rather, to give a few such suggestive hints as may be of some value to teachers. While it is admitted that formal and precise rules may be of service in many instances, it is also believed, that a teacher, who possesses the ability to read well himself, and to infuse the right spirit into his pupils, will form good readers, "in spite" of set rules, and, often, better without than with their aid.

"Three things, only," says the Rev. J. Pierpont, "are required, to make a good reader. He must read so, in the first place, that what he reads shall be *heard;* in the second, that it shall be *understood;* and, in the third, that it shall be *felt.* If a boy has voice, and intelligence, and taste enough, to do all this, then, under the personal guidance and discipline of a teacher who can read well, *he* will learn to read well; but, if he has not, he may study rules, and pore over the doctrine of

cadences and inflections, till 'chaos come again,'—he will never be a good reader."

In relation to the same subject, R. G. Parker thus speaks: "I have long been convinced that a good reader was never made by rules. Under the guidance of taste, judgment, discrimination, and good sense, the pupil will arrive at a better style of reading than when cramped by a rule, or confused by directions. The only rule that I esteem of any value, to one who is learning to read, is this: Study the meaning of what you propose to read,—and, when you thoroughly understand it, pronounce it with the same tones, emphasis, pause, and accent, that you would use if you were uttering the same sentiments in common conversation."

It is one of the first essentials, that the young should be thoroughly and carefully trained to habits of accuracy and distinctness of utterance, articulation, and enunciation. These should receive special attention in primary schools; but, if scholars pass through these without such elementary discipline, it should be imparted to them as soon after as possible,—for the longer incorrect habits, of any kind, are indulged, the more difficult will it be to eradicate them, and to form good ones in their stead. Every faithful teacher knows how very hard it is to break up imperfect and indistinct habits of utterance. If a child is allowed, for any length of time, to read in a faulty tone of voice, it will require unwearied pains, on the part of the teacher, to effect a change. But, if any wrong habits have, either from neglect or from inaccurate teaching, been formed, they should be studiously corrected, before any true progress can be expected.

Pupils should early be made to understand, that good

reading does not consist in the mere calling of words. They should be led to see and feel the difference between good and bad reading, and trained to a nice perception of correctness and incorrectness. It is only when one has a just appreciation of a good style that he will be able to read with the "spirit and understanding." In attempting to form or improve a correct taste, and lead pupils readily and rightly to discriminate between an accurate style of reading and that which is otherwise, it will be well for the instructor to read a particular sentence, or stanza, in several different ways,— each illustrative of some defect or excellence,— and then call upon pupils to indicate the style which they consider least defective, and designate the errors in the other modes. Let us suppose, for illustration, that the teacher reads the following stanza in the three or four different ways designated:

"Tell me not, in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem."

1. Read it too rapidly.
2. Read it in a monotone.
3. Read it as nearly correct as possible.
4. Read in a "drawling" tone.

After reading it in these several ways, and perhaps others, call upon the pupils to name that which they consider the best, and, also, to specify the defects in each of the other modes. Much may be done by this course towards forming a proper estimate of correct reading,— and such an estimate must lie at the very foundation of a good style.

It is a very common error, with teachers, that they attempt too much at once. The true course is, to gain one point at a time,— to teach one thing clearly and thoroughly before passing to another. One of the most prevalent faults, in schools, is that of reading too rapidly. This habit usually has a train of evils connected with it, such as a neglect of emphasis, disregard of inflection, distinctness, &c. In order to eradicate this fault and its attendant evils, it will be useful, occasionally, to require a class to read short sentences in concert,— the teacher reading first,— with particular reference to slowness, clearness of enunciation, emphasis, &c. If a few sentences are selected, and used to illustrate the importance of due emphasis, good results will attend the same. Let us take an example:

A lad was intrusted with a message like the following: "Charles, go and inquire *how* old Mrs. Sensitive is this morning?" Not being particularly attentive to the true force of the message, Charles put the emphasis on the wrong monosyllable, and returned for an answer, that "Mrs. Sensitive would thank her neighbors not to trouble themselves in relation to her age, as that was something she felt competent to take care of herself."

Perhaps the short and common question, "Do you ride to town to-day?" will serve as well as any to illustrate the importance of right emphasis. Let it be read distinctly, in the various modes indicated by the italicized words, and let the pupils be questioned and exercised until they clearly see the qualifying effect of emphasis.

"Do *you* ride to town to-day?"

"Do you *ride* to town to-day?"

"Do you ride to *town* to-day?"

"Do you ride to town *to-day?*"

The skilful instructor will not be at a loss in selecting and using sentences which will illustrate this point of our subject,— and he should do so at an early stage, as reading without due regard to emphasis is as uninviting as a painting in which no attention has been given to light and shade. Let the above, and other similar sentences, be read with the various changes of emphasis, so that pupils will see that each change gives a new shade to the import of the line.

A similar course may be taken in reference to inflection, pitch, tone, &c.; the prominent object being to attend to but one thing at a time, and to do that in such a manner as will make everything perfectly plain to the learner. If a pupil has contracted an unpleasant tone, immediate attention should be given to its correction. To accomplish this, let the teacher read a short sentence, and require the pupil to repeat it without looking upon the book, and to continue doing so until he gives each word its proper sound. A whole class may, sometimes, utter words and sentences in concert to some advantage; though all concert exercises should be conducted with much discretion and care,— otherwise, they will serve to cover up existing defects. If the teacher is a good reader,— and every one should be,— he should often read to his pupils, that they may have the benefit of his example; but, if his style is characterized by any prominent defect, the less frequently he reads, the better it will be for his pupils. In this respect, it can hardly be said that an imperfect model is better than none.

It will prove interesting and profitable occasionally to conduct a reading exercise in poetry in the following

manner. Let the first scholar read the first line, the second the next, and so on, through the class,—each one being required to commence and end with the same tone and inflection as he would if he should read the whole. This method will tend to secure the closest attention, and will be attended with some advantages.

If the teacher can succeed in awakening a proper spirit of criticism, it will prove beneficial; but he should strive to guard against the exercise of a selfish or unkind spirit in relation to this point. But, if he cannot secure a kindly feeling in this matter, it would be better not to seek its benefit. A little judgment and prudence will, ordinarily, produce right feeling and action. When this is the case, after a pupil has read a paragraph, let the other members of a class be allowed, under certain restrictions, to allude to any defects or errors that they may have noticed. This may help to form a watchful and discriminating habit.

In order to read well, one should have a full and clear understanding of the piece which he attempts to read. He should, if possible, comprehend the feelings and intentions of the writer, that he may, for the time, make them his own. Hence, a teacher should incite his pupils to study their reading lessons, that they may gain a correct view of the writer's meaning.

It is often the case, that teachers allow pupils to read too much at one time. It would prove much more beneficial, to require an entire class to read the same stanza or paragraph, and do it properly, than to allow them to pass over many pages imperfectly. If a class is large, and time will not suffice to give special drilling to every member, let the reading be confined to a less num-

ber, and be carefully attended to by them. The general remarks, criticisms, &c., will be for the benefit of all.

In addition to the reading lesson of the regular text-book, it will be found interesting and profitable to allow scholars, occasionally, to read some interesting story or narrative from some other book or paper. As only the one reading will have the piece before his eyes, the others will feel the importance of distinctness, &c. It may be well for the teacher to name three or four scholars daily, from whom he will expect the reading of suitable extracts on the next day. This will allow them to study the same, with a particular reference to reading them understandingly. Occasionally, the teacher may allow a whole class to make selection of stanzas or passages for reading, and allow them a short time for examining the same. This will tend to awaken an interest. The devoted and judicious instructor will ever aim to impress upon the minds of his pupils the true importance of good reading, and constantly strive so to conduct the exercise as to secure the desired end.

CHAPTER XXIV.

SPELLING.

To the list of branches attended to in our schools, that of spelling is, almost universally, added; and yet it is, probably, less thoroughly taught than most others. Many teachers seem to regard it as too simple to require their notice; and hence, scholars may, often, be found quite *proficient* in some of the higher studies, when they are very *deficient* in their knowledge of orthography. One may be able to write a letter which shall be alike excellent in diction and penmanship, and yet, if it is marred by instances of bad spelling, its very excellences will seem like deformities. Beautiful thoughts, elegantly expressed and neatly written, may be entirely ineffective if set forth in a dress orthographically false,— even as the beauty of a painting may be destroyed by a few inaccuracies, though the colors be ever so brilliant. Indeed, elegant writing and poor spelling seem most sadly at variance, when most closely connected. There is a very unequal and uncongenial "yoking together," which must at once attract the notice and pain the eye of every careful and critical beholder.

Very ludicrous errors are sometimes made by inaccuracies in spelling. Many years ago, a few citizens of a district in a certain town sent a petition to the selectmen, requesting a meeting of the inhabitants to be called, for the purpose of making a division of the

town. This petition did not contain the legal number of names, and was returned by the chairman of the selectmen, with the following answer: "Your request cannot be complied with, because there are not the necessary number of *sinners* [signers] on your petition." This rather aroused the feelings of the petitioners, who declared that their part of the town did not abound in *sinners*, and it was for that reason, in part, that they wished to be divorced from the other section.

In itself, the exercise of spelling is dry and uninteresting; and hence it is the more essential that the instructor should strive so to conduct, and vary the mode of conducting it, as to make it attractive. With most young scholars, the usual oral method must be adopted; but, as soon as pupils are able to write, much time may be devoted to written exercises. Indeed, quite young scholars may be allowed to write, or *print*, words upon slates or blackboards. There will be a three-fold advantage in this,— it will teach them to write or draw, keep them employed, and aid them in acquiring a knowledge of spelling.

After briefly noticing one or two errors in the manner of conducting lessons in spelling, I will proceed to name two or three plans which may be found valuable and agreeable.

Error 1. — Many teachers pronounce words improperly, by endeavoring to speak them too distinctly; as, vā-rī′-ā-tion, lā-bō-rī′-ous, e-vap-ō′-rate, &c.

Words should be plainly pronounced, and precisely as they would be uttered by a correct speaker. An undue emphasis, or prolongation of the utterance of a syllable, may enable the scholar to spell the word as

pronounced, but will never make him an expert speller of words as properly spoken.

Error 2. — The practice of allowing pupils to try upon a word more than once.

It is very common to meet with teachers who habitually allow their pupils to try two or more times upon each word. I consider this entirely wrong. It only tends to confirm an uncertain knowledge in relation to words,— and is not spelling, but mere guessing. Precision, promptness, and accuracy, should be insisted upon, on the part of pupils, in all spelling exercises. If the oral mode is adopted, the teacher should speak the word once, distinctly and properly. The pupil should pronounce it after him, and then proceed to spell it, pronouncing each and every syllable as he spells. It is not workman-like style to spell a word without pronouncing the syllables. It may be well, at times, to require a whole class to pronounce a word in concert, after given out by the teacher, and before it is spelt by the pupil. This will tend to command the attention of the whole class. In spelling long words, it may sometimes be of service to pronounce a word, require the class to repeat it in concert, and then have the first scholar in the class give the first letter, the second the next, and so on, until all the letters are named. In this case, the syllables may be pronounced by the whole class as soon as completed; or, as soon as the letters of a syllable have been named in order, the next pupil may name the syllable, instead of giving the next letter, and so on. I will take, for illustration, the word oc-ca-sion. The whole class may pronounce the word; then the first scholar may utter *o*, the second *c*, the third pronounce *oc*, the

fourth *c*, the fifth *a*, the sixth *ca*, and the whole class *oc-ca*, the seventh *s*, the eighth *i*, the ninth *o*, the tenth *n*, the eleventh *sion*, and the whole class *oc-ca-sion*. This will animate a class, and be attended with some advantages. At all events, it will help to spice the exercise with variety.

In order to secure the perfect attention of a class, the following methods will be found valuable; and, at the same time, they will aid in awakening an interest, and causing improvement.

1. Read a short sentence distinctly, and require every word to be spelt by the class,— the first scholar pronouncing and spelling the first word, the next scholar the second, and so on, until all the words in the sentence have been spelt. After a little practice in this method, scholars will be able to go through with quite long sentences, with a good degree of accuracy and promptness. Many valuable truths and proverbs may in this way be impressed upon the mind, while attention is more directly given to orthography. The following may be samples:

A good scholar will be industrious and obedient.

If sinners entice thee, consent thou not.

Take care of the minutes, and the hours will take care of themselves.

A soft answer turneth away wrath.

2. It will be well, often, to make all the members of a class feel responsible for the accurate spelling of each and every word. If the first member of a class misspells the word given to him, let the teacher proceed and give out the next word, without intimating whether the first was correctly or incorrectly spelt. If the second scholar

thinks the first word was not correctly spelt, he will spell it, instead of the one given to him; and so on, through the class, each being expected to correct any error that may have been committed. If the first spells a word wrong, and no one corrects it, let all be charged with a failure. This method will amply compensate for its frequent adoption.

I will now proceed to speak of some points in relation to the mode of conducting the exercise by writing. Most experienced teachers have, latterly, often adopted the plan of writing words; but, for the benefit of others, I will specify one or two modes.

Let the teacher select words from some studied exercise, either in the reading-book or spelling-book, pronounce them distinctly, allowing time, after each word, for all to write it *legibly*. After all the words have been given out, each slate may be examined separately, and all errors noted; or, the members of a class may exchange slates, and each examine his companion's slate,— while the teacher spells the words correctly,— and mark the number wrong upon each slate. Or, instead of either of these, the instructor may call upon some one to spell a word as he has written it, and then request those who have written differently to signify it by raising the hand. Neither of these methods will consume much time, and either of them will be preferable to the oral method.

It will sometimes be the case, that scholars will prove themselves quite expert in spelling long or difficult words, and yet make sad mistakes in spelling those that are shorter, and, apparently, much easier. To remedy this, it will be well, occasionally, to read, slowly, an entire stanza or paragraph, and require the members of a class

to write the same upon their slates. This course has its advantages.

Again; it is frequently the case that scholars are exceedingly deficient in ability to spell the names of countries, states, counties, towns, mountains, rivers, individuals, &c. Any teacher, who has not exercised his pupils on such words, will be astonished at the number and nature of the errors that will be committed by a class on the first trial. Let teachers who have overlooked words of this description, in conducting the spelling exercise, commence by requesting their pupils to write all the *Christian* names of their schoolmates, the names of the counties in their native state, towns in the county, and states in the Union. Though the result, at first, may be neither very satisfactory nor gratifying, the plan, if frequently adopted, will effect much improvement.

It may be profitable, sometimes, to request the members of a class to select, from a certain number of pages in a book, some ten or twelve words, which may seem to them of most difficult orthographical construction, which shall, subsequently, be given to the class as a spelling exercise. The prominent advantage in this plan results from the fact that each scholar will, in searching for a few words, notice the orthography of a much larger number,—selecting such only as appear to him peculiarly difficult. In this way pupils will, unconsciously as it were, study with interest a lesson in itself unattractive to them. Favorable results will attend such a course.

If a school-room is well furnished with black-boards, the words or sentences for the spelling exercise may be written on them. In this case, it may be well to have the exercise occur during the last half-hour of the day.

BLACK-BOARD MAY BE USED.

Let the scholars be required to write the words, legibly, as soon as pronounced by the teacher. After all have written, let the teacher examine the work, and draw a line over such words as are incorrectly written, and request that all errors be corrected immediately after school is dismissed. It is very important that pupils should be required to write all such exercises in a neat and distinct manner.

At times it may be well to require scholars to divide the words into their appropriate syllables, and to designate the accented syllable of each word; as, an-ni-ver′-sa-ry, me-men′-to, la′-bor, la-bo′-ri-ous.

Another method of conducting the exercise of spelling is the following; and we may add that, for more advanced schools, it possesses some advantages over either of the others named. Let the teacher write, legibly, upon the black-board, some twenty or more difficult words, and allow them to remain long enough to be carefully studied by the school. A few minutes before the close of the school, let all the words be removed from the board. Now, let each scholar put aside his books, and provide himself with a narrow slip of paper. At the top of this, or upon one side, let him write his name, and then the words as dictated by the instructor. After all have written the list of words that had previously been placed upon the black-board, let the slips be collected, and taken by the teacher, who may himself, aided, perhaps, by some of his best spellers, examine the slips, and mark those wrong upon each. At some hour of the next day, let the teacher read the result to the whole school, stating the number of errors committed by the several pupils; after which, the papers may be returned for correction.

A SPECIMEN.

We will suppose, for illustration, that, on some day, the teacher gives out the names of the months, days of the week, and seasons of the year; and that the following is a sample of one of the papers, as returned by the teacher, with errors marked:

AMOS MASON.

Eleven Errors.

January.	Feberwary. *	March.
April.	May.	June.
July.	August.	Septembur. *
Octobur. *	Novembur. *	Decembur. *
Sundy. *	Monddy. *	Tuesday.
Wensday, *	Thursday,	Friday.
Saterday. *	Spring.	Sumer. *
Autum. *	Winter.	

In conducting this exercise, let the teacher insist upon perfect distinctness in the writing of the words, and let it be understood that every letter not perfectly plain will be considered as wrong, and marked accordingly. It will be readily seen, that a little skill, on the part of the teacher, in the selection of words, will make this a highly useful and interesting exercise; and the time for the announcement of the number of errors will be looked for with interest.

An attractive method, which may answer for oral or written spelling, is the following: The instructor pronounces a word, which is to be spelt by the first in the class, who will immediately name another, commencing with the final letter of the first word, which is to be spelt by the next scholar; and he, in turn, will name another word, and so on, through the class. If the words are to be written upon the slate, the same course may be taken,

as to naming of words. Let us take, for illustration, the following words:

Commotion.	Rhetoric.
Nourishment.	Circumstances.
Theoretical.	Sympathy.
Language.	Yellow.
Endeavor.	Wandering.

An exercise of this kind will have its peculiar advantages, the more prominent of which will be, the awakening of thought and interest. After a little practice, the members of a class will be able to name words with a great degree of promptness; and an exercise of this kind will be made highly interesting and profitable.

Another method, and the last I shall name, is the following, which may prove very useful in the higher classes of most schools. Let the teacher pronounce to a class several words of difficult orthography, or short sentences containing such words, the pupils writing the same upon their slates, as fast as dictated. After the desired number of words and sentences have been written, the instructor may address his class as follows: "Scholars, the words and sentences which I have just pronounced may require from you some study. Examine them carefully, ascertain the correct spelling and meaning of each; and, when you have studied them sufficiently, rub them from your slates. To-morrow I shall give you the same exercise, and shall then expect you to write them accurately."

Let us suppose that the following words and sentences should be given for an exercise of this kind:

Aeronaut.	Anchovy.
Armistice.	Acoustics.

Bronchitis.	Beau ideal.
Colporteur.	Guillotine.
Hemorrhage.	Hemistich.

Thomas has an excellent daguerreotype likeness of his mother.

The dahlia is a beautiful flower.

He was a successful merchant and a skilful financier.

The glaciers of Switzerland.

There is a beautiful jet d'eau on the common.

There was a beautiful giraffe in the menagerie.

His loss caused great poignancy of grief.

It was a successful ruse de guerre.

The police exercised strict surveillance.

This mode is well adapted for presenting words and phrases whose orthography is peculiarly difficult, and which occur less frequently than most words.

CHAPTER XXV.

PENMANSHIP.

The acquisition of a neat, legible, and rapid style of writing, is highly desirable, as a mere accomplishment, but much more so as a useful attainment. Yet how few, comparatively, are able to write in an attractive and plain style! How often are the eyes caused to ache, in attempts to decipher illegible manuscript! How many letters, in themselves *pleasantly* interesting, are perused with a degree of *painful* interest, on account of the effort necessary to make out the meaning of the various scrawls and hieroglyphical marks! So great, often, is the illegibility of a letter or manuscript, that it is necessary to look it over repeatedly, in order to comprehend the contents,— the matter, at first, being concealed by the indistinctness of the style in which it is expressed. Printers are frequently obliged to devote almost as much time to deciphering manuscript as they do in setting the same in type. All this merely proves that penmanship has not been properly attended to in our schools. The reason why it has been so imperfectly taught has been, in many instances, owing to the great number under the care of one instructor, but oftener, probably, to the want of true skill, ability, and system, on the part of the teacher. In how many schools does the writing exercise assume a mere formality,— regarded only because it is one of the *required* exercises of the school-room! Hence

it is, that page after page, and book after book, are written, without any perceptible improvement. Indeed, in some schools, one might suppose that the chief aim was to write fast, and the chief merit to write through many books.

If the teacher would have his pupils improve in penmanship, he must himself feel, and cause them to feel, that the exercise is a useful and important one. In addition to this, if he can furnish evidence, in well-written copies, of his own ability and skill in writing, his efforts to teach will prove much more successful. I will proceed, briefly, to give a few hints, which may prove valuable to the instructor:

1. *The pupils should be made to discern the difference between good and poor writing.*

This is of the very first importance, and but little improvement can be, reasonably, expected without this. Let the teacher make frequent use of the black-board, in illustrating principles in writing. At first, some time may be, very properly, spent in writing letters and words upon the board, which will tend to illustrate degrees of defect or excellence. For this purpose, let the teacher write a particular letter or word several times. Let one of these be as well made as can be, and the others represent different degrees of mal-formation. Then let him call upon the pupils to point out defects, suggest improvements, &c. Let him call their particular attention to the importance of uniformity in the size and spacing of letters, and regularity in the sloping, and explain the difference that should exist between the length of the looped letters and those not looped. Much may be done, in this manner, to awaken some thought on the part of the

learner, and to give him some definite ideas at the very outset.

2. *A particular time should be appropriated to this exercise, daily; and, during this time, it should receive the earnest and undivided attention of both teacher and pupils.*

About three-fourths of an hour will be quite sufficient for this purpose, and any time, excepting the first or last half-hour of either half of the day, will answer for the exercise. During the first half-hour, the muscles of the pupils will be somewhat affected by the sports of the play-ground; and during the last half-hour, they will, often, feel less energy for engaging in the exercise. The instructor should keep the books,— excepting during the period allotted for writing,— and see that the copies are in readiness at the proper time, so that all may commence without delay, and at the same time. Much depends upon promptness, in this, as well as in all other departments. During the continuance of the exercise, the teacher should constantly move among his pupils, and see that they sit correctly, and hold their pens properly. He should frequently sit by a pupil, and write a few words, that the learner may see how he writes. If possible, let him cause the pupil to feel that the only merit in writing consists in the *manner* in which it is executed, and not in the *amount*. A few lines, well and clearly written, are much more to be commended than many lines, carelessly or illegibly written. Let him be made to feel that every letter in the copy is a little image sitting for its likeness, and that the chief merit of a likeness consists in its resemblance to the original. If the letter is *a*, let it be made so accurately that no one can

possibly mistake it for an *o* or *u*. And so with all the other letters,— insist that each and every one "look like itself." Let the pupils be urged to compare every word and every line with the copy, with a view to discover defects and amend them.

3. *At the close of the writing exercise, let the books be collected and placed upon the teacher's desk, and let him devote a few minutes to their examination, expressing his approval or censure, as circumstances may seem to require.*

This may be done by dividing the school into classes, or by calling up individual pupils. As the several books are examined, peculiar faults or excellences should be pointed out, privately or publicly, as may seem most desirable. In alluding to defects of common occurrence, the black-board may be advantageously used. If it is found that any pupil has been grossly careless, he should be detained after school hours, and required to write again, with more attention.

4. *It is often the case that pupils become weary of writing the same copy for so many successive times; and it may be owing to this, in part, at least, that the bottom lines on a page are often more imperfectly written than any upon the page.*

To remedy this, let the pupils be allowed to go through their books and write one-half of each page, and then turn back and write the remaining half. In this way, several weeks will elapse between the times of writing the first and last half of each page. This plan will have the two-fold advantage, of showing the degree of improvement, and also of relieving from the monotony of continued repetition.

5. *At or near the beginning of a term, let each pupil be required to write a few lines upon a page of a blank book provided for the purpose, and, at the end of the term, write as many more, directly beneath those previously written.*

This will furnish the most indubitable evidence of improvement, or want of improvement; and will also serve as a stimulus to the pupils, and make them ambitious to furnish proof of having wisely improved their privileges. To faithful teachers and pupils, such a book would afford much satisfaction; and it would furnish to committees and visitors, in a fair and concise form, an exhibition of any improvement that may have been made. It would also place in a true position the unsuccessful teacher and the heedless pupils.

The following brief suggestions and rules, in relation to writing, should be regarded by every teacher who would produce work of which he "need not feel ashamed."

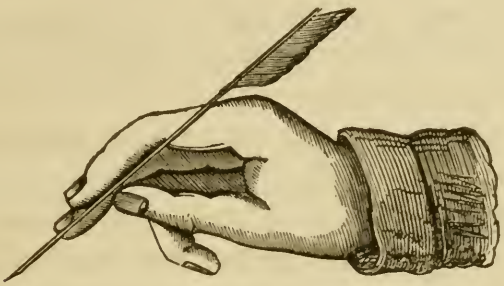
1. Require that the pupil should "*sit up*," while writing. The eyes of beginners are, almost always, too near their paper or book.

2. Require all turns to be made without raising the pen. It is a very common, but very pernicious habit, to raise the pen.

3. The hair-stroke should always be made with the right-hand corner of the pen.

4. Insist that the scholar insert all *marks of punctuation.*

5. Insist that the pen be held properly, as in the following cut:



6. Only those fingers which hold the pen should move, in writing.

7. The end of the pen-holder should point towards the shoulder.

8. The hand should not be supported by the wrist, but by that part of the arm a little below the elbow.

The teacher cannot be too careful, or too particular, in the observance of the suggestions that have been given. It is of the utmost importance that pupils commence right. A few hours of instruction, rightly given, at the outset, will save many weeks of subsequent labor, and, at the same time, facilitate and expedite progress in writing. It is much more difficult to unlearn what has been wrongly taught, than it is to teach aright at first.

In many schools, children are allowed to commence writing with pen and ink at too early an age. If, instead of this, they should be allowed to draw, upon slates or black-boards, such simple models as may be furnished, it would prove far more beneficial to them. Let them be allowed to copy letters, in this way, as soon as they are old enough to attend school; and, after the lapse of two or three years, during which frequent attention may be given to such exercises, they will be prepared to commence the regular practice of writing under circumstances much more favorable.

It is very desirable that scholars should form the ability to write with rapidity; but they should, in the first place, be taught to write well.

If the hints above given are properly observed, if they do not tend to the formation of a *perfect* style of penmanship, they will certainly do much towards the improvement of writing in our schools. The formation of a correct appreciation of the work to be accomplished, and the awakening of a lively interest in the same, are, in the highest degree, essential, and should be carefully regarded at the very outset.

The teacher should studiously endeavor to furnish well-written copies, and such as contain good moral sentiments, or express some important fact, or historical event. By judicious attention to this, many good impressions may be made upon the mind, and many useful facts fixed in the memory, while the pupil is more directly engaged in learning to write.

CHAPTER XXVI.

GEOGRAPHY.

The methods of teaching Geography, adopted in most schools, are not calculated to impart much valuable information, or to awaken real interest in pupils. The memory is, often, rather taxed than disciplined; and the mind burdened with formal answers, rather than trained to take comprehensive and intelligent views of subjects. Names are learnt and repeated, but no well-defined and clear understanding of the localities and relative positions of different countries, together with the peculiarities of each, is acquired,—so that pupils, frequently, leave schools quite as ignorant, so far as relates to correct geographical knowledge, as they were when they commenced. A visitor at a primary school asked a class what geography was. The answer was very promptly given, "Geography is a description of the earth." "Very well," said the questioner; "and now, can you tell me what the earth is?" The answer from most was, "I don't know." "But," asked the visitor, "have you never seen it?" "No, sir," was the reply from most; but one little girl said she had seen it, and, when asked where, pointed upward, to the sky. Another said she saw it during her last vacation, and, when asked where, said, "Over at my aunt's, in Pelham." And thus it often is, that words and definitions are committed to memory, without imparting clear information.

ERRORS IN TEACHING GEOGRAPHY.

From an able and interesting report of the superintendent of schools for the State of Connecticut, I extract the following judicious and sensible remarks, in relation to some of the common errors in teaching Geography, and, also, some suggestions, which may prove of value to the teacher, in his attempts to impart instruction.

"1. The indiscriminate use of Geography in schools,— the habit of rushing through the book or atlas,— learning a lesson one day, merely for recitation, and forgetting it the next, neither teacher nor scholar clearly perceiving the value of the study,— is, certainly, very objectionable.

"2. Studying lessons about Kamtschatka and the Fejee Islands, before the contents of one's native country are known, seems rather absurd.

"3. Talking about seas, lakes, oceans, &c., when the learner deems every puddle a lake, and every brooklet a river, and every inland lake he ever saw an ocean, may, indeed, be talking Geography, but it surely is not learning anything either useful or true.

"4. Describing the political divisions of Europe before the political divisions of one's native state are known; learning the boundaries of New York ere the scholar has practical sense enough to describe the boundaries of the school-house, or the town in which he lives; — these, and similar upsettings of natural order, may, indeed, make a showy class,— may win applause from an undiscerning committee,— but they, surely, do not give useful knowledge or discipline of mind to the learner.

"Similar criticism may be justly passed upon many loose methods of teaching and reciting history. It is believed, firmly, that every study that belongs properly to our public schools may be shown to a class as, obvi-

ously, so useful and desirable, that no further motive or stimulation to industry will be needed.

"3. Singing classes, that, in unison, can sing all the names of the atlas in their proper order and place, give very showy results, and develop remarkable readiness in verbal memorizing. It is certain that little geography is learned.

"Leaving this always easy task of fault-finding, some affirmative suggestions may prove of value:

"1. In early youth, it is always so unwise to talk about things whose realization in the learner's mind is, of necessity, imperfect, that the first labor in every study should be, to insure a perfect conception of the things, the names about to be used. Hence, Geographies always begin with definitions of terms. Let it be noted here, however, that, to early childhood, definitions are as blind and dark, oftentimes, as the thing defined. This holds true of all definitions, in every study offered to childhood.

"Very *rarely* can a definition of a term be successfully addressed to the ear of the young learner. Ear-knowledge must be explained to the eye; eye-knowledge must have its definitions addressed to the ear; and, in general, it is a law of early childhood, that *successful definition or explanation must enter the mind by a different avenue from the one by which the thing explained seeks admission.* As a scholar advances, and gains power of conception, and of language, of course, this law becomes less and less widely applicable, but it is never entirely forsaken.

"All geographical terms, all expressions of size and distance, require express development by the teacher. The concise words of the book are always more easily

learned; but it is claimed here, that, in such a course, nothing is learned but the words. The hill, the valley, the puddle, the brook, the bounded field, &c., are *little* geographical facts, which address the eye. These are available, therefore, as definitions. Maps of the school-room, of the yard, of the farm, of the village, should precede maps of the world, &c.

"2. Relative size and distances. Here is a most difficult subject to teach well. But it can be accomplished. Beginning with things known and measurable, and mapping them (that is, beginning with the inkstand, next the desk, next the room, house, lot, field, town, county, state, &c.), it is easy to call the attention, intelligently, then, to the fact that maps of the same size are, often, the representatives of very various magnitudes. Finally, one large map of the world may then, with some hope of success, be used, to give some idea of the vast globe.

"3. The geometry of our maps — the meridians and parallels — may, in some progressive manner, be brought within the comprehension of a class.

"4. Topical knowledge of boundaries, population, products, &c., should begin at a centre,— the school-house, — and radiate, or, rather, circulate round it, in larger and larger arcs, as long as the study continues. It is not urged, in these hints, to throw aside the Geographies in use, as being useless. It is only required that the order of arrangement, followed by them, be thrown aside, and the books retained and used as we use a dictionary, — not to be read straight through, but to consult when we wish to obtain some precise information. This is the use which a teacher should make of all text-books in schools.

"5. Fifty copies of any commercial paper, all of one date, will be found suggestive of more interesting and useful geographical, arithmetical, and miscellaneous, yet useful questions, than any one term of study in a school will suffice to answer. The lad who can answer all the geographical questions that rise in any *one* copy of a well-conducted commercial newspaper, like the *New York Tribune* or *Boston Mercantile Journal*, is more truly proficient in the study, than one who can repeat a gazetteer word for word. The former has practical, useful knowledge; the latter has only 'book-learning.'

"As well here as anywhere, it may be remarked, that a good newspaper is about as cheap and useful a school-book as can be introduced into our schools.

"6. In connection with History, Geography becomes very interesting and useful. A map of every battle-ground, drawn on the slate or black-board, goes far to break up the monotony of a memorized recitation in history. A checker-board map of Philadelphia does more to teach its peculiar squareness of corner than any amount of recitation.

"7. To cultivate the memory *alone*, in the study of History and Geography, is unwise. Yet it should not be neglected. Let a class be divided into two equal parts. Then let these two divisions *alternate*,— one of them memorizing words closely, and the other reciting in their own language. Thus one half of the class will *explain* for the benefit of the other; while, if the alternation be observed, no injustice will be done to either half.

"8. Map-drawing, *from memory*, is invaluable. Let it be done on the black-board, the floor, the marble-ground, and even (if need there be) upon the fence.

"Finally; when the teacher is assured that geographical ideas are really in the mind, then, and not till then, is it profitable to memorize and recite definitions, which now stand as mere exercises in language.

"Similar principles should guide the teacher in conducting recitations in History. Every town, in every state, has its local history; and this local history, which every child may learn from its parents (at least, some single fact may be so learned by every child, so that the aggregate will form, at school, a local history), will be found to have very immediate connection with the history contained in the book; and, just as soon as this connection becomes obvious to a class, so soon does the study cease to be mere memory of dry words. How and when the meeting-house and school-house were built; how the nature and time of election, town and state, happen to be as they are; why some towns send more delegates, or representatives, than others, &c. &c."

In teaching Geography, the instructor should be assured that every definition is perfectly understood, and that every explanation is thoroughly comprehended. It is, not unfrequently, the case, that pupils will be able to repeat the words of the book with great fluency, and yet have no clear and unequivocal knowledge of the subject under consideration. This learning of words, without acquiring definite ideas, is but little worth; it is not true information; it is like wealth in the bottom of the ocean,— not usable, because beyond grasp.

The teacher should strive to excite an interest in Geography lessons; and, to this end, he may unite History with the study, and, by connecting some interesting historical facts or narratives with the geographical features

of each country, or section, he will awaken thought and secure attention. If possible, let him relate some simple fact or truthful incident in connection with the passing exercise, and he will thus succeed in making vivid and lasting impressions. On this point, Wm. B. Fowle gives the following illustration, in his interesting and useful volume, "The Teacher's Institute:"

"If you wished to impress the geographical outline of the Spanish peninsula upon the pupil's mind, would you tell him of Ferdinand and Isabella; of the repulse of the Saracen invaders, and the invasion of Mexico; of the enfranchisement of Spain, and the establishment of the Inquisition; of the slaughter of infidel Moors, and the more modern butchery of Christian hosts? You might do all this, without giving the pupil any idea of the *geography* of Spain. But, if you should show the pupil a Spanish dollar, and call his attention to the shield, whose form is exactly that of the peninsula; to the castle and the lion — Castile and Leon, whose union freed Spain from the Saracens; to the two pillars, emblems of the pillars of Hercules, Gibraltar and Ceuta; to the motto that entwines them — '*Ne plus ultra*' — 'There is nothing beyond,' and then explain to him this limit of ancient geography, which Spain herself was the first to pass, — my word for it, you would not only give some definite ideas of the geography of Spain, but you would give an interest, that never existed before, to Spanish dollars."

Allusion has been made to map-drawing. It would be difficult to over-estimate the importance of this exercise. It will tend to interest the learner, and, at the same time, impart instruction more definitely and perma-

nently than can be given in any other manner. If a pupil spends time in drawing a map of the United States, he will fix in his mind the location of the several states, mountains, rivers, lakes, cities, capes, &c. &c., more clearly and surely than by any other method. In drawing maps, the first step should be to mark off the meridians and parallels. These will serve as guide-lines for locating the different sections. After a little careful practice, pupils will be able to go to the black-board and draw an outline map of a state or country with a degree of readiness, accuracy, and neatness, which will greatly surprise and delight one who has never before witnessed such an exercise. In the study of Geography, it will be found most interesting and profitable to commence with those sections nearest "home," and gain a well-defined understanding of them before proceeding to countries and sections which are more remote.

Within a few years, most permanent schools have been furnished with outline maps. These may be advantageously used, or they may be used with but little benefit. If possible, pupils should be so thoroughly taught, that they will be able to go to any map, and point out the different countries, states, cities, mountains, lakes, rivers, &c., and, at the same time, give such particulars in relation to each as may be important. If a country is spoken of, let something be said of its productions, climate, government, &c. &c. If the subject relates to rivers, let their size, condition, &c., be topics for consideration and description. In fine, let all geographical lessons be conducted with a special reference to imparting a clear and practical knowledge of the whole subject, so far as relates to it in a topographical, physical, and historical sense.

CHAPTER XXVII.

ENGLISH GRAMMAR.

The study of Grammar is often spoken of as dry and uninteresting. As it is attended to in many schools, it certainly is so; but, rightly taught, it may be made highly interesting and useful. Before proceeding to give a few hints, in reference to teaching this branch, I will, briefly, allude to two or three of the causes which have tended to render it unattractive and unprofitable.

In the first place, pupils have been allowed to commence learning from a text-book at too early an age. There is, with the young, a very common and strong feeling, that there is something exceedingly great and charming in the study of English grammar; and they are frequently indulged in their earnest desire to join the grammar class when quite young. The consequence is, that the *reality* falls so far below the *ideal* they had formed, that they sink into a condition of dislike, or apathy, from which it will ever after be exceedingly difficult to raise them.

Another reason why the study has been uninviting and useless, has been the fact that pupils have been allowed to repeat words without gaining ideas. Many a pupil has been able to repeat the words of a grammar, from beginning to end, without obtaining any definite understanding of the various subjects treated of. How many, for instance, will promptly define the various parts

of speech, without having any clear comprehension of the same!

Says S. G. Goodrich, "I once knew a boy, in the olden time of Webster's Grammar, who found this definition in his book: 'A noun is the name of a thing; as, horse, hair, justice.' But he chanced to misconceive it, and read it thus: 'A man is the name of a thing; as, horse-hair justice.' He was of a reflective turn; and long he pondered over the wonderful mysteries of a noun. But in vain; he could not make it out. It so happened that his father was a justice of the peace; and, one day, when the boy went home, the old gentleman was holding a justice's court. There he sat, in state, among a crowd of people, on an old-fashioned, horse-hair settee. A new light suddenly broke in upon our young hero's mind. 'My father,' said he, mentally, 'is a horse-hair justice, and, therefore, a noun!' "

In speaking of the early age at which the young commence the study of grammar, W. B. Fowle says: "The words of some manual are said or sung for a given time, until the child arrives at that *ne plus ultra* of philology, — a substantive or noun is the name of anything that exists or of which we have any notion, as '*man-virtue-London;*' and then, if the child is at a loss to know exactly what sort of notion '*man-virtue-London*' is, he will not fail to learn what it is 'to be, to do, and *to suffer.*' "

Another objection to the study of grammar has been, that an attempt has been made to advance too rapidly, so that many subjects have been before the mind at once, so confusing it as to prevent the gaining of a well-defined idea in relation to any one.

The definitions of all the parts of speech have been recited at one time, without giving any attention to the correct understanding and true application of either, singly. Under these circumstances, it would be strange if grammar should not prove "*dry* and *uninteresting*;" it surely must be so.

Having alluded to some of the reasons which have tended to make grammar uninteresting and unintelligible, I will now endeavor to give a few hints in relation to teaching the same. I have said that pupils begin the study of grammar too soon,— that is, from a regular text-book. Children may be taught many of the principles of grammar, in an interesting manner, without looking into a text-book on the subject.

The several parts of speech may be considered, and quite young scholars may be made familiar with these, without the use of a book. W. H. Wells gives the following valuable suggestions on this point: "The classification of words may be introduced by referring to the different kinds of trees, to the different kinds of animals, or to any other collection of objects that admit of a regular division into distinct classes. Thus, when we go into a forest, we find that the number of trees about us is greater than we can estimate. But we soon observe that a portion of them have certain striking resemblances, while they differ, essentially, from all the rest. We also observe that others, which differ materially from these, have similar resemblances to one another. And, by extending our observation, we find that this countless multitude of trees all belong to a very few simple classes, which are easily distinguished from each other. Those of one class we associate together, and call them *oak*

trees; those of another class we call *pine* trees; and in this manner we proceed with all the different kinds.

Just so it is with the words of our language. Though their number is about eighty thousand, yet we find, on a careful examination, that they all belong to less than a dozen different classes, called parts of speech; so that we have only to learn the character of these divisions, and we shall be able to tell the class to which any word in the language belongs.

By some such introductory illustration, the curiosity of a class of beginners may be easily excited; and they will thus be prepared to enter with eagerness upon the labor of learning to distinguish the different parts of speech.

The teacher should lead his pupils to take an active part in these lessons from the beginning,— not only by proposing frequent questions for them to answer, but, also, by encouraging them to ask such questions as their own curiosity may suggest."

It is very important that the several steps in grammar be made slowly and surely,— that every definition and every explanation be made perfectly intelligible. The pupil should, for some time, be required to give the reason for every step he takes, and tell why he thus recites.

After a pupil has become sufficiently familiar with the various parts of speech, considerable time may be devoted to writing simple sentences, illustrative of the knowledge he has acquired. The pupil should be prepared to designate the several parts of speech in each sentence, and tell all that may be important in relation to the same. If he has gained a clear understanding of the different parts of speech, with all their variations and

modifications, he may be required to write short sentences, of the following description :

1. Write a sentence with a common noun in the possessive case.

2. Write a sentence containing a proper noun in the second person.

3. Write a sentence containing an adjective in the superlative degree.

4. Write a sentence containing an adjective in the positive degree.

5. Write a sentence containing an adverb.

6. Write a sentence containing a regular verb in the third person, singular number, indicative mode.

7. Write a sentence containing a verb in the imperative mode.

The judicious teacher may vary and extend these, indefinitely; and pupils will soon take great interest in writing such exercises.

After scholars have become familiar with the difference between a simple and compound sentence, they may be required to write longer exercises. But, at the very outset, they should be trained to make a right use of capitals, and to insert all marks of punctuation. At this stage, it may be well to require a class to write sentences corresponding with the following:

1. Write a sentence containing a regular transitive verb, an adverb, a common noun, and an adjective in the comparative degree.

2. Write a sentence containing a relative pronoun, a preposition, a noun in the objective case, and a verb in the subjunctive mode.

3. Write a sentence containing a proper noun, an

interrogative pronoun, a conjunction, and a verb in the infinitive mode.

By proceeding in this way, a class will make more sure and pleasant progress than by giving their attention to prepare for a verbatim recitation from a text-book.

As soon as sufficient advancement has been made, much time and attention may be given to the analysis of different sentences, and, also, to technical parsing,—though the last named is of but little value, without the ability to comprehend the other points alluded to.

At an early period, much attention may be very profitably devoted to the writing of sentences of a simple nature, which will prove useful, as preparatory to the more formidable exercises of composition and letter-writing,—subjects which I shall reserve for consideration in another chapter.

CHAPTER XXVIII.

COMPOSITION AND LETTER-WRITING.

THERE are so many individuals who have thoughts, but cannot express them,—"who know, but cannot tell," —that it seems very desirable that pupils in our schools should be carefully and early trained in the practice of writing composition. I am aware that many teachers, and many pupils, regard the subject with a peculiar dread; but it is, nevertheless, a subject of much importance, and may be made an interesting one. The reluctance with which this exercise is undertaken often proceeds more from the manner in which it is treated, and from an injudicious selection of themes, than from any inherent difficulty.

The exercise is usually delayed till too late a period of the pupil's life; and then it is treated in a manner so formal and repulsive, as to create a strong disrelish for the whole subject. If, instead of being delayed till scholars are nearly ready to leave school, it should receive attention much earlier, and in a less formal and less exacting manner, the general results would be much more satisfactory and gratifying. Let scholars, as soon as they are able to use a pen or pencil, and to spell with a fair degree of correctness, be required to write short sentences on some subject of interest to them, and, if they are judiciously managed, they will surmount many of the difficulties which usually — though, in a

great degree, imaginarily — hang around the subject, before they are aware of having taken the first step.

For illustration; suppose a teacher should say to a class of young pupils, "I wish each of you to write something about your school-house, and tell me all you can about it." Or, instead of this, either of the following, or similar subjects, may be given to a class, with a request that a description of each may be given:

THE FARMER.
THE CARPENTER.
A WALK.
A JOURNEY.
A VESSEL.
A TRAIN OF CARS.

The wise teacher will not be at a loss in the selection of subjects; and, if those are selected in which the pupils manifest an interest, they will acquire considerable skill in writing, before the direct exercise of composition is named. By pursuing a course similar to this, a sure and gradual improvement will be secured, and the whole subject will be divested of all its terrors and repulsive points.

It is a very common fault with scholars, that they use words which are, strictly, above their comprehension. With a sort of impression that long words add to the attractiveness of an article, they, very frequently, mar that which they so studiously aim to beautify and adorn. If they are early taught to use plain, simple, and familiar language, and to give all their descriptions in an easy and natural style, they will more surely succeed in becoming good and interesting writers.

The exercise of composition requires a degree of ac-

quaintance with so many particulars, that it is really deserving of more attention than it ordinarily receives. If especial attention is required in relation to spelling, use of capitals, punctuation, &c., the exercise may be made as profitable as any of those introduced into our schools. No pupil should feel that he is prepared to leave school, until he has acquired the ability to write a legible and intelligible composition; and no teacher should feel that he has discharged his whole duty, until he has imparted suitable aid and instruction in reference to the whole subject, and done what he could to inspire those under his charge with a just appreciation of the importance of the same.

LETTER-WRITING.

Intimately connected with the above, and, I may say, a part of the same, is the practice of letter-writing. Every individual in the community, who occupies any important station,— and, indeed, every person, high or low, rich or poor,— may have, and probably will have, occasion to write letters. To do this in a neat and easy manner is of no trifling consequence; and yet, every one who has ever looked at the letters in any post-office must have observed the very general want of taste and neatness in the modes of folding and superscribing letters; and, if the contents should be examined, they would be found to correspond with the external appearance.

Now, it should be the aim of every teacher to impart instruction on the subject of letter-writing. General directions and explanations, in reference to the commencing and closing of a letter, the manner of folding, superscribing, and sealing, may be given to a whole school, by

using the black-board; and it will not require much of the teacher's time or attention to furnish all the instruction that may be needed.

It is to be hoped that more consideration may be attached to this simple but useful exercise, and that all pupils may possess the ability, when they cease attending school, to write letters which shall be accurate and natural in their style, correct in orthography, systematic and proper in all their parts. A letter neatly written, correctly expressed, and properly folded and superscribed, will always prove a "letter of recommendation" to its writer; while the reverse will exert an influence in no respect favorable or complimentary.

CHAPTER XXIX.

ARITHMETIC.

It is, probably, true that more time and attention are devoted to the study of Arithmetic, in our schools, than to any other branch. Perhaps its practical importance renders this advisable. Be this as it may, no one will deny the great value of a familiar and thorough knowledge of the science of numbers. To give precise and specific directions, in relation to teaching the various principles and rules of arithmetic, would require more space than can be given to it, in this connection. It will be my aim, simply, to offer a few suggestive hints, in reference to the subject.

1. *I would urge the importance of careful training in mental arithmetic.*

It will be but the expression of a common feeling and opinion, prevailing among the best of teachers, to say that Warren Colburn did more for the science of numbers, in the preparation of his "First Lessons" in mental arithmetic, than has been done by any other individual. Others have attempted to eclipse him, by improving upon his plan; but we have yet to learn that any one has been successful in this particular. It is unquestionably true, that pupils, properly trained in exercises similar to those contained in the book alluded to, will make more intelligent and rapid progress in written arithmetic than those who have not had such mental discipline.

EXACTNESS IMPORTANT.

But, in order that the greatest benefit may result from mental arithmetic, it must be attended to with great care and exactness. It is not merely essential that the correct answer be obtained, but, also, that the question be so stated, and the explanation so given by the pupil, as to afford the clearest evidence of a thorough understanding of the principle involved, and of the whole process of solution. To show what I mean by *exactness* in the explanation, I will take a single question, to illustrate a very common deviation from the true process of solution. This deviation may seem a trifling one,—but trifles are important in arithmetical operations.

Question: Thirty-five is $\frac{5}{9}$ of how many times 11? The pupil says, "If thirty-five is $\frac{5}{9}$, one ninth will be $\frac{1}{5}$ of thirty-five, which is 7; and $\frac{9}{9}$, or a whole, will be seven times nine, which is 63." Now, the error here was, in saying seven times nine, instead of nine times seven; yet, as a departure from the true process, it should be rectified by any teacher who aims at perfect method and accuracy.

After the pupil has advanced somewhat in the performance of mental operations, he may give attention to written ones, and the two may be continued together. I will merely say, that I think exercises in mental arithmetic may be profitably continued throughout a pupil's school course. The discipline of mind, and promptness in making calculations, which will result from the same, will amply compensate for any attention that may be given to them. In but very few schools, these exercises yet receive merited attention; and, hence, we find many skilled in written performances, who are very slow in mental calculations. I will relate an instance, in illus-

tration of this point. "Several mathematicians once met to dine at a hotel. When dinner was over, the waiter placed in the hands of the learned chairman of the party the aggregate of the bill, that he might decide how much each should pay. Not having a pen and ink, he was much puzzled, and passed it to a distinguished mathematician on his right hand, who found himself compelled to pass it to the next, and so on, till it was returned to the president. In this dilemma, the matter was referred to the waiter, who, after looking at the bill for a few seconds, named the exact sum which was to be paid by each. Now, it is probable that the knowledge of each of these *savans* was to that of the waiter what a park of artillery is when compared with the arrow of a savage; but their acquirements, like the former, could not readily and instantaneously be brought to bear upon a trivial object."

The frequent and judicious practice in mental operations and calculations will enable quite young pupils to give results with a degree of readiness and accuracy that will be truly surprising to those who have never before witnessed the experiment.

In commencing and in pursuing written arithmetic, the greatest care should be used to have every step perfectly understood. It is not unfrequently the case, that scholars, in their undue anxiety to approximate toward the end of the book, pass over ground so rapidly that they acquire but little clear and well-fixed knowledge. They may repeat rules, and perform questions under the same, but they do not gain that information which will enable them, readily and accurately, to apply the prin-

ciples they have passed over to arithmetical operations, when presented disconnected from the book or rule.

Many teachers require their pupils to repeat the rules of their text-book, verbatim et literatim, and will not admit of the slightest deviation from the same. In some instances, this may be well. Indeed, if the rules of the book are required at all, it is well to have them repeated with exactness; but it is often much more valuable to require pupils so to examine and analyze questions and problems, as to acquire such an understanding as will enable them to give a rule, or describe a process, in words of their own. When this can be done, it affords the most indubitable evidence of a clear and definite comprehension of principles. Scholars who have been taught to rely upon the text-book rules in the performance of their work, are very liable to feel and manifest the utmost ignorance, when called upon to perform calculations without the aid of the customary rules and formulas.

Much time and practice should be given to the fundamental rules of arithmetic. These should be most thoroughly understood; and exercises under these several rules should be given so frequently, and for so long a period, that pupils will be prepared to work with the utmost rapidity and accuracy. It is hardly possible to give too much attention to the adding of columns of figures. It would be useful if all the older pupils in schools should be required to devote a few minutes, daily, to the addition of figures upon their slates, or upon blackboards. As all can be at work at the same time, from five to ten minutes will be sufficient for an exercise of this kind; and, if teachers would devote this amount, the result would be most gratifying. In performing such

operations, let particular attention be given to making the figures with great distinctness, and putting them down in straight columns. These are quite important.

The same method may be adopted in reference to multiplication, division, and subtraction. By frequent and continued practice, in all these rules, pupils will attain a degree of facility and promptness which will be highly serviceable to them, not only in relation to all subsequent arithmetical operations at school, but also in the business transactions of life. Thousands have occasion to perform calculations under these rules where one is called upon to use the higher and more advanced rules of the science of numbers. Yet it is, too frequently, the case, that men can be found who are perfectly conversant with the more difficult and abstruse parts of mathematics, and exceedingly deficient as regards promptness and exactness in relation to the fundamental rules. While the former may be desirable and important, they should never be purchased at the expense of the latter.

In advancing, let the same course be pursued, and let every step and every principle be thoroughly fixed upon the understanding, by the performance of a large number of practical questions. In this connection, I would recommend that teachers should often propose questions and problems not contained in the text-book, and have the same partake as much of the character of business transactions as may be. It will be useful, also, to request the pupils to propose questions for solution. If I mistake not, much benefit would result from this course. They may engage in it reluctantly, at first; but, after a few trials, they will become interested. In this way, the attention of a whole class may be directed to the

seeking or preparing of questions, under a particular rule, or involving some principle. Suppose a class has been performing a question like the following: "A, B, and C, engaged in trade; A put in $40, B $25, and C $75; they gained $180; what was the share of each?" After this question has received proper attention, the teacher may say: "Scholars, I have explained this question, and you think you understand it. That we may be sure on this point, I wish each of you to bring to me, to-morrow, a question of a similar kind." Perhaps one scholar may propose the following: "Amos, Charles, and Samuel, bought 500 marbles for 75 cents, of which Amos paid 30 cents, Charles 25 cents, and Samuel 20 cents; how many marbles ought each to have?" I think it will be readily admitted, that a course like this, in reference to the various rules, will prove very valuable, in many particulars. At all events, it will counteract the unfavorable consequences of a sole reliance upon text-book questions.

In arithmetical operations, particularly, scholars should be trained to rely upon their own resources. Many teachers help their pupils too readily; they lift them over difficulties, rather than lead them to see their own way through them. Let scholars be made to feel that they can perform very complicated questions, if they will give their entire attention to the same, and, in most cases, they will find their own ability equal to the task required of them. Let them be taught to examine, to think, to compare, and, by persevering, they will soon acquire the power to surmount the greatest difficulties.

It will sometimes, of course, be necessary for the teacher to render assistance. But, even then, it may be

better to give it in an indirect manner,— by asking some question or questions which shall lead the pupil to see for himself. It will seldom be desirable to perform a question for a pupil, or to tell him precisely how to do it. It will be far preferable to encourage him to persevere cheerfully, imparting, perhaps, a few suggestive hints, in relation to the difficulty before him.

It is often the case, that a pupil may be led to comprehend a difficult question, by proposing another, involving the same principles, but more simple in its terms. Let us suppose the following question is in a lesson, and that it is not readily understood: "Three men — D, E, and F — bought a ship for $25,000, and sold the same for $30,000; D paid $8000, E $6500, and F $10,500; what was each one's share of the gain?" The pupil goes to the teacher for assistance. Instead of rendering direct aid, the instructor proposes the following question: "Charles, David, and Alfred, bought a knife for 75 cents, and sold it for 100 cents; Charles paid 25 cents, David 15 cents, and Alfred 35 cents; what part of the gain ought each to have?" The probability is, that the pupil would soon perform this, and, on being told that the same principles apply to the first, he will, without doubt, soon be able to perform that also.

Let every effort be made to secure a thorough understanding of every subject and every principle, and, if the pupil leaves school before reaching the middle of the text-book, he will be better prepared for business than he would if he had, nominally, been over the whole book a dozen times, without gaining an accurate and well-defined knowledge of the several rules and principles.

Says Prof. Davies, in his Grammar of Arithmetic:

"In explaining the science of arithmetic, great care should be taken that the analysis of every question, and the reasoning by which the principles are proved, be made according to the strictest rules of mathematical logic. Every principle should be laid down and explained, not only with reference to its subsequent use and application in arithmetic. but also *with reference to its connection with the entire mathematical science*,—of which arithmetic is the elementary branch."

CHAPTER XXX.

BOOK-KEEPING: DECLAMATION.

THERE is scarcely any situation in life, in which a knowledge of book-keeping may not be of much service. Its importance and general utility are such as to demand for it a more prominent place in our schools than it has, heretofore, received. It is a branch to which the attention of the older pupils, of *both sexes*, in all our schools, may be very profitably given; for it not unfrequently happens that females have occasion for a practical use of knowledge thus acquired. But, if this should seldom or never be the case, the advantages of writing out a set of books, merely as a disciplinary exercise, would amply compensate for all time and attention devoted to it. I am aware that book-keeping has, in many schools, received a *nominal* attention; but, in most instances, the exercise has consisted in making a *verbatim* transfer from a printed formula to a blank book. The amount of available knowledge thus acquired is, of course, very inconsiderable and vague.

In explaining the various terms used in a system of accounts, great care should be taken to insure a clear and perfect understanding, on the part of the learner. It is, often, the case that pupils attend to book-keeping blindly, for the want of a thorough comprehension of the first principles and appropriate terms. Teachers should not forget, that matters which are perfectly familiar and

plain to themselves may be shrouded in mystery to the young pupil.

A great amount of information may be imparted by an instructor without the aid of a regular text-book, though it would be preferable to use one. The nature and object of the day-book, leger, cash-book, &c., should be fully and clearly explained, and everything in relation to each made as simple as possible. A little time, with the aid of a black-board, will enable a judicious teacher to make everything sufficiently plain and clear.

In commencing, it may be best to require the pupils to spend a portion of time in writing exercises upon their slates; and it will be well if these exercises are of such a nature as to interest them. Perhaps, at the outset, all transactions may be limited to cents in their amount, for, while boys, in their earnestness, often say, to their mates, that they will give *a million of dollars*, if a thing is not so and so, the sum total of all their actual property, and of all their real operations, will seldom exceed a few cents.

If the terms Dr. [debtor] and Cr. [creditor] have been properly explained, the teacher may, for first exercises, give questions like the following, and require a class to enter the same, in correct form, upon their slates:

If Charles Adams buys of you a knife worth 20 cents, and a lead-pencil worth 10 cents, how will you enter the charge?

If John Dole buys a writing-book for 12 cents, and a slate for 25 cents, how will you charge the same?

If Benjamin Hoyt buys 6 oranges for 4 cents each, a Testament for 20 cents, and an arithmetic for 33 cents,

IMPORTANCE OF DECLAMATION.

and pays you 25 cents, how will you enter the transaction in your day-book?

Questions like these, and others, calculated to illustrate every variety of transaction which would come within the limits of single-entry book-keeping, may be given by the teacher, until the pupil has gained some idea of the object of keeping accounts, and of the terms used.

The form and object of bills, notes, receipts, drafts, due-bills, &c. &c., should be properly explained, and may be so, very readily, by using the black-board.

DECLAMATION.

Although the exercise of declamation has, of late, received more attention in schools than was formerly devoted to it, still, it is true that less consequence is attached to it than its real importance demands. The advantages of frequent practice in "speaking" are so many and so great, that it should receive more prominence, in all our schools. If scholars, at quite an early age, should be trained in the rehearsal of pieces, as a regular school duty, it would, doubtless, tend to produce a degree of freedom, force, and naturalness, in reading, which could be obtained in no other way; and, if the very favorable influence it exerts, in promoting distinctness and energy, in this and other branches, was the only benefit to be derived from its practice, it would be entitled to particular consideration.

But there are other advantages resulting from the exercise; and not the least in importance is that which comes from the habit of committing selections to memory — a custom much less common now than formerly, but none the less beneficial.

I am confident, that, if most of a half-day, every fortnight, should be devoted, in all our schools, to the rehearsal of dialogues and "speaking pieces," the result would prove gratifying and profitable; that is, if proper instruction as to manner, tone, &c., is given by the teacher. Great and constant effort should be made, to secure a correct understanding of every piece to be spoken, so that a pupil shall be made to feel and act in a suitable and appropriate manner. At the very outset, and ever after, let care be taken to eradicate every faulty tone of voice, and every manifestation of awkwardness in manner, and indistinctness of utterance.

Every individual who possesses the ability to speak, in public, with a good degree of force, ease, and propriety, will be able to exert an influence much more potent than he would if not accustomed to express his views and opinions in the presence of others.

CHAPTER XXXI.

SINGING.

WITHIN a few years much attention has been devoted to vocal music in schools, so that, in many places, it has become a regular exercise. Yet the question is often asked, "What *good* results from it?" It is well, in respect to everything that calls for an expenditure of time or money, to inquire what beneficial results may be obtained therefrom, as it would be both extravagant and foolish to spend time and money for naught, or waste energies on that "which satisfieth not."

Believing, as I do, that instruction in vocal music may be made both interesting and useful, I will briefly name a few particulars, on account of which I consider it a desirable exercise in schools.

1. *It will prove useful as a disciplinary exercise.*

The principal object of education should be to discipline the mind, to train it to habits of patient thought, close attention, and scrutinizing investigation; in fine, to make it an active, thinking mind. It is not so much to store it with important knowledge and truths, as to fit it properly to examine and use whatever may come before it. Therefore, any branch not in itself objectionable, that will tend to fix the thoughts, and lead to correctness and preciseness of action, may be pursued with advantage; and, if I mistake not, instruction in vocal music, properly imparted, is admirably adapted to fix the atten-

tion and impart wholesome mental discipline in a pleasing manner.

2. *The influence of music upon the moral feelings is highly salutary.*

If, as the poet says,

"Music has charms to soothe the savage breast,"

it will certainly require no poetic imagination to show that it has a soothing and refining influence over the feelings and passions of heedless boys in Christian lands. No one, who has witnessed a school when engaged in singing some pleasant moral song, can have failed to observe its salutary and subduing effects. No angry look or morose feeling can exist at such a time.

3. *Singing will tend to promote good order in school, and increase the happiness of the pupils.*

In every school there will be more or less of monotony. An occasional song will do much to relieve the tediousness often attendant upon the regular routine of school duties. When a school becomes restless, listless, or dull, nothing will so readily and effectually restore a good feeling, and produce "sweet union," as the devotion of a few minutes to music. This will dispel every unhappy feeling, cheer every heart, and light, with joyful expression, every countenance. I would, therefore, consider it extremely desirable to have attention given to vocal music in schools, if for no other reason, because it would increase the attractions of the school, and add to the happiness of the pupils.

4. *Attention given to vocal music, in schools, will tend to prevent the indulgence of those idle, foolish,*

and sinful songs, which are so common and so baneful in most communities.

In every city and village, there are many, whose highest enjoyment appears to consist in singing, or listening to, vulgar and immoral songs. A most deleterious influence proceeds from such practices, and by them, unquestionably, many a mind has been hopelessly debased. The power of music is great and universal. Music of some kinds all will have, and how important is it that the young be trained to sing cheerful and happy moral songs! Who has not witnessed the eagerness and interest with which children will follow the miserable and vagabond singers and musicians, that often appear in our streets? Who, that has any regard for what is good and lovely, has not been pained at beholding a crowd of youthful and susceptible minds gathered around some noisy person in the street, and listening, with apparent delight, to his bawdy and pestiferous songs, all destitute of real music though they be?

"The introduction of music into some of our schools, as a distinct branch of instruction, I consider highly beneficial. To say nothing of the facility with which it may be taught to pupils of tender age, or the advantages which would follow from an increased taste for this acquirement in a community, it is not to be despised as a means of discipline. Music itself is not destitute of power over the moral feelings; and, when associated with suitable sentiments, and sung by the 'many-voiced throng of a busy school,' I have never known it fail of producing good results. It may be pursued without detriment to progress in other branches, as, when judiciously managed, it fills up those portions of time which

would be otherwise lost in idleness. It serves as a pleasant recreation, after the closer duties of the school, and, seasonably introduced, often serves as a '*safety-valve*,' through which a love of vociferation and activity, that would otherwise find an escapement in whispering and bustling, is allowed to pass off in a more harmless and more pleasing way. For these, and many other reasons, I consider the introduction of music into our public schools a decided improvement." *

Well was he acquainted with human nature, and the springs of action, who said, "Let me make the *songs* of a people, and I care not who make their *laws*." I would, then, urge the introduction of vocal music into our schools, that the minds of the young may be well stored with appropriate songs, whose moral influences will purify and elevate the feelings; and that our youth 'may make melody in their hearts' to God, their Creator; and that they may be preserved from the debasing and soul-destroying influences of those baser songs, which possess no true melody, and whose effects are 'evil, and only evil, and that continually.'

"The tranquillizing, refining influence of vocal music has too long been known and practised, to need recommending. In no place does the cheerful song fall more gratefully upon the ear, than in commencing or closing the duties of the day, or occasionally breaking out in the midst of the busy scenes of the school-room."

* D. P. Page.

CHAPTER XXXII.

MISCELLANEOUS.

In every school some portion of time should be devoted to exercises in relation to topics not definitely presented in the text-books. To explain my meaning, I will suggest a few lessons of this description. In most schools, pupils are able to answer the common questions in relation to the common abbreviations, and yet but few, comparatively, can properly apply these. In order that their true use may be understood, it will be well to give exercises like the following:

"Write sentences, and make a right use of *inst.*, *ult.*, *Gov.*, *Esq.*, *A. M.*, *Hon.*" On the first trial, it will, very probably, be found that there is, in many instances, an utter ignorance of the proper use of these abbreviated characters. Perhaps sentences like the following may be written:

"Come to me this *inst.*

It was the *ult.* month.

He was *Gov.* of the state.

The man was *Esq.*, &c."

Such exercises will show to the teacher the deficiencies, and will afford him an opportunity to explain the correct use and application of these characters.

Another general exercise may be in relation to a "Review of the market," as it may be found in the newspapers. For example, the following occurs:

REVIEW OF THE BOSTON MARKET,

For the week ending April 16, 1853.

ASHES.— No change in previous quotations; demand and receipts continue limited.

CANDLES.— For Sperm the market exhibits a feeble demand, and prices are a shade lower; sales Nantucket made, 39c.; New Bedford, 39½ @ 40c. per lb., 6 mos.

Questions like the following may be asked, in relation to the above:

What is meant by "Review of Boston market"? Of what are ashes made? For what purposes are they useful? Which most valuable, coal or wood ashes? What is meant by "previous quotations"? What is meant by "demand and receipts continue limited"?

Of what are candles made? What is meant by "sperm"? Where is Nantucket? New Bedford? What is meant by a "shade lower"? What by "6 mos."?

The above will suggest the extent to which this may be carried, with interest and profit.

A similar method may be pursued with the following:

MARINE JOURNAL.

PORT OF BOSTON.

Wednesday, April 13.

Arrived — Ship Wm. A. Cooper, Lincoln, Cadiz, March 6. March 30, lat. 40° 58′, lon. 49° 30′, passed brig Avon, Webb, from Boston for Malaga; 2d inst., lat. 43° 63′, lon. 53° 30′, spoke ship James Wright, 30 days from Liverpool for New York.

In relation to this single item, the following questions may be raised:

What is meant by "Marine Journal"? In what places, usually, are marine journals kept and published? What is a ship? What names are applied to different kinds of vessels, and give some account of each. Where is Cadiz? What is meant by Latitude? Longitude? Nearest what land was brig Avon passed? Where is Malaga? Liverpool? Why should the meeting of vessels be reported, more than meeting of cars or carriages?

A list of imports and exports will furnish items for many lessons, e. g.:

IMPORTS.

From Arabia. — Aloes, coffee, frankincense, gum arabic, myrrh.

Suggestive Questions. — Where is Arabia? What is its capital, government, &c.? How would you go from New York to Arabia? For what are aloes useful? What can you tell about aloes? For what is coffee used? Is it a mineral or vegetable production? &c. &c.

It will readily be seen, by the above, that any commercial newspaper will furnish an abundance of material for miscellaneous exercises in the school-room; and the practical value of instruction on these points must be apparent to all. It will be found that pupils will be much interested in receiving information in relation to such items as have been given in this chapter.

The active and devoted teacher will ever aim to introduce valuable miscellaneous exercises, which will, at once, tend to instruct, interest, and arouse the minds of his pupils. There will be no necessity for great labor in searching for material for such lessons. The topics, already alluded to, may be, almost indefinitely, extended. The following may serve as additional suggestions, on the point under consideration :

THE FARMER. — How is the farmer employed? Name some of the kinds of work which he performs, and tell, as nearly as you can, how each is performed. What are some of the tools or implements used by a farmer? For what is the plough used? The harrow? The spade? The rake? The scythe? The roller? &c.

THE CARPENTER. — What is a carpenter? What tools does he use? For what is the saw used? The adze? The auger? The square? The compass? The level? The chisel? &c.

The various trees and plants of any section may afford useful lessons for awakening thought and inquiry. For illustration; suppose an instructor should say, "Scholars, I wish each of you to come prepared, to-morrow, to write upon your slates the names of the different trees to be found in this town, and to give some account of each, and tell its uses. Also, be able to tell what is meant by ornamental, forest, shade, fruit trees," &c. &c.

A similar course may be pursued in reference to plants, shrubbery, vegetables, &c. Various manufactured articles will, also, furnish material for a great number and variety of useful exercises, and may be made instrumental in awakening a true spirit of inquiry and investigation on the part of pupils. The true importance

of miscellaneous exercises in schools has not yet been properly considered. If they should furnish no useful information on the topics proposed, they would still possess great value, by inducing pupils to *think* and *examine;* and, with the additional advantage of imparting useful, practical information, their worth is greatly enhanced.

RECORD OF DEPORTMENT AND RECITATIONS.

The favorable influences resulting from the keeping of a daily account, or record of deportment and lessons, render such a record desirable. It will readily be seen, that, if the teacher keeps a book, in which he makes, daily, an entry, against the name of each scholar, of the character of his recitations and conduct, the effect will be salutary, especially if it is understood that this record is always open to the inspection of the committee and visitors. Perhaps no precise model can be given which will answer for all schools; but something like the following may be of suggestive value:

RECORD OF DEPORTMENT.

Names.	Mo.	Tu.	W.	Th.	Fr.	Sat.	Mo.	Tu.	W.	Th.	Fr.	Sat.
Anna Weston,	3	3	2	3	3	2	1	3	2	3	3	3
Hannah F. Osborne,	3	3	3	3	3	3	2	3	3	3	3	3
D. P. Northend,	3	3	3	3	3	3	3	3	1	3	3	3
Arthur Poole,	3	3	3	3	3	3	3	3	3	3	3	3
George H. Clark,	3	2	3	3	3	1	3	3	3	3	3	3
Maria Putnam,	3	3	3	3	3	3	3	3	3	3	3	3
Mary Wheeler,	3	3	3	3	3	3	3	3	3	1	3	3
Benj. E. Hoyt.	3	3	3	2	0	3	3	3	3	2	1	3
Elizabeth Wells,	3	1	2	3	1	3	3	3	3	2	3	3

In the above, 3 indicates correct deportment, and 2, 1, and 0, different degrees of deviations from the same. It may be considered preferable to take a higher number,

as indicative of excellence. If 5 should be used, as the maximum, it would allow more degrees of deviation.

A similar record may be kept of recitations, absences, and tardinesses. Of course, each teacher must adapt such a record to his own wants, and to the peculiar circumstances of his school. If such records are properly kept and preserved, they will not only be subjects of special present interest, but will, hereafter, be examined with much interest.

It will also be found useful, if a monthly report is sent to parents. This will require some time and care, on the part of the teacher; but will prove of sufficient utility to compensate for the same. The following is a very convenient form:

REPORT TO PARENTS.

EPES SCHOOL, SALEM.

Whole number of scholars, 75. Number not absent once during the term, 28. Number not tardy once, 60.

Monthly Report of CHAS. A. NORTHEND.

1853.	Whole No. of half-days of School.	Present, No. of half-days.	Absent, No. of half-days.	Tardy, No. of times.	DEPORTMENT.	RECITATIONS.
Jan.	40	39	1	0	Very good.	Satisfactory.
Feb.	38	38	0	0	Excellent.	Uniformly good.
Mar.	37	37	0	0	Correct.	Seldom fails.

☞ Every pupil who is not present at the precise time of opening the school is marked late. As much of the regular school time is taken up in illustration, explanation, and blackboard exercises, lessons are assigned for study at home; and parents are earnestly desired to see that they are seasonably and faithfully attended to. Among the prominent regulations of the school which the pupils are required to observe, are, punctuality, promptness, industry, neatness, good humor, respect for the rights and feelings of others, purity of language, and a strict regard to truth. Parents and others interested in the cause of education are always welcome visitors.

——— ——— Committee. ——— ——— Teacher.

PART II.

THE PARENT.

CHAPTER I.

INTRODUCTORY REMARKS.

As we look abroad, and behold the multitude of children, who, buoyant with life and spirit, throng the busy streets of the cities and villages throughout our country, and, while witnessing their present condition,— so joyous and free from care,— reflect, that, when a few brief years shall have passed away, they will be important and busy actors on the stage of life, each contributing, in a greater or less degree, to aid in improving, extending, and perpetuating the civil, religious, and literary privileges which we now enjoy,— or sending forth, through the length and breadth of our land, those pernicious influences which proceed from ignorance, insubordination, and idleness,— it becomes a question of momentous interest to every good citizen, and particularly to every parent, to ascertain how the latter shall be avoided, and the former secured; or, in other words, how these *children* of the *present* shall be trained and influenced, that they will become the *men* of the *future*, whose example and powers shall be made an honor and blessing to the world. In pondering the subject, we become convinced that education, in its broadest sense, thoroughly and

generally furnished, must do the work, or it will not be done.

Education, as a whole, is as a mighty and powerful stream, rushing on to that shoreless and fathomless ocean — Eternity. The family, the infant and primary school, the common school, the academy, the college and higher seminary, the social circle, the pulpit, the public meeting, and the press, are, each and all, but tributary streams, whose waters will all unite, and exert an influence, salutary or otherwise, upon the main channel. Each of these tributaries, like the little rill on its way to mingle with the rushing torrent, may be easily managed, and readily guided, if seasonably and properly attended to; but, when their neglected or perverted powers have contributed to augment the main body, it will require the combined and long-continued efforts of the best and most efficient to prevent the general, if not the universal, contamination of the stream they have helped to form.

"Education does not commence with the alphabet. It begins with a mother's look; with a father's nod of approbation or his sigh of reproof; with a sister's gentle pressure of the hand, or a brother's noble act of forbearance; with handfuls of flowers in green and daisy meadows; with birds' nests admired, but not touched; with creeping ants, and almost imperceptible emmets; with humming bees and glass bee-hives; with pleasant walks in shady lanes; and with thoughts directed, in sweet and kindly words and tones, to nature, to beauty, to acts of benevolence, to deeds of virtue, and to the source of all good — to God himself."

Of all the tributary sources to which allusion has been made, our system of public instruction justly ranks among

the most important and efficient. Our common schools,— scattered, as they are, or will be, all over the surface of our happy country, accessible alike to the high and the low, the rich and the poor,— are destined, if properly appreciated and fostered, to produce influences which will prove healthful and vivifying to a great nation, in all coming time.

Having considered the office of the teacher, and spoken of his duties, obligations, and responsibilities, I shall now proceed to designate some of the duties of parents in relation to our common schools. I may, however, in passing, say, that, as the teacher stands in the place of parents, all that has been said, in relation to the peculiar qualifications of the former, may be profitably perused and considered by the latter. The movements and operations of the two are so intimately connected, and, if I may use the expression, so run into each other, that a proper understanding of appropriate duties and relations seems indispensable to the complete success of either party. The full, cheerful, and prompt coöperation of parents is as essential to the prosperity of a school, as are the dew, the rain, and the sunshine, to the growth of the vegetable kingdom. A school-house may be constructed in the best and most approved style; a competent instructor may be furnished, whose efforts for the good of the school may be vigorous, well-timed, and unceasing; children may be well supplied with books, and sent to school with constancy,— and yet, much will be wanting, to give success and vitality, if a feeling of cold indifference exists on the part of parents and guardians. It is, comparatively, an easy matter to cause pupils to assemble within the walls of a school-room;

but, to excite and keep alive an active, healthful, and uniform interest in the exercises of the school, and inspire children with a true spirit for acquiring knowledge, call for the combined wisdom, and hearty coöperation, of parents and teachers.

Some one has beautifully and truthfully said, "Childhood is like a mirror, catching and reflecting images from all around it. An impious, profane, or improper thought, uttered by a parent or teacher's lip, may operate upon a young heart like a careless spray of water thrown upon polished steel, staining it with rust, which no after scouring can efface." In view of this, how great is the work intrusted to parents and teachers, and how important that they labor together wisely and harmoniously! "What happiness can men desire so great, as to have their children grow up in intelligence and affection, filling their homes and the community with gladness, making the fireside a circle of unfading smiles, a refreshment for exhaustion, a refuge in reverses, a bright revelation of a better world?"

And in what nobler cause can parents and teachers engage, than in that of the diffusion of the principles of learning and morality? "American education! How inspiring the mention of its name! how vast the dimensions of its cause,—its breadth, and length, and height, and depth! Its breadth of domain! — From the forest-depths of New England, how has it extended the boundaries of its early home! The breadth of its influence! — Too expansive to be hemmed in by ocean barriers, it has chartered wind and wave to bear it throughout the world, — making its way to Africa, overleaping the wall of China, and causing its presence to be felt wherever our

language is read or spoken, wherever our people go. Like the ocean, which makes its inroads upon every land, penetrating continents, surrounding islands, indenting coasts, sending the pulsations of its mighty wave into channel, gulf, and bay, and meeting and rolling back the rivers in their flow,— such is its breadth! It stretches away into the past, and lingers among its decayed monuments, and gathers up the treasures of its wisdom. It penetrates the future, and sheds a cheerful radiance across its borders. Its height is measured by the elevation to which it has exalted states, by the heights to which it has borne the individual mind. But the summit of its influence is lost in that pure region which is beyond the view of men. It *descends* to the lowest conditions of our race. It goes down into the dim regions of vacancy, and sheds a gleam of intelligence upon the brow of hopeless idiocy itself. Multitudes of volcanic fires have gleamed above the surface of the sea,— but its mighty depths have swallowed up the fiery masses, or, quenching their flames, have converted them into fertile islands, the abodes of living men. So shall our education, guided thus, swallow up the irruptions of ignorance, and superstition, and tyranny, or convert the theatre of their ravages into dwellings of loveliness. Such is its depth! Such are the elements, and such the dimensions, of the work for parents and teachers to perform,— and may they never weary of surveying its foundations, marking well its bulwarks, telling the towers thereof, and urging it forward to the utmost completion of its design!" *

* C. H. Wheeler

EVERY CITIZEN SHOULD BE ACTIVE.

In view of the vastness of our subject, how important is it that every good citizen should be properly awakened to the great interests of popular education! How important that every parent should rightly understand his duties, that he may wisely and seasonably perform them! With the hope that I may be humbly instrumental of arousing some to a more clear view of the subject, I shall proceed to speak of some of the general and specific duties of parents in relation to schools,— duties which, rightly discharged, will exalt our schools, and make them the true nurseries of republican virtues, and sources of republican blessings.

CHAPTER II.

THE SCHOOL-HOUSE.

So much has been said and done, in reference to this subject, that it might seem almost superfluous to add more, were it not true that buildings, appropriated to the use of schools, may be found in nearly every town of our state, whose location, external structure, and internal arrangements and finish, are all calculated to throw around the pupil's path associations the most gloomy and repulsive. It might still seem superfluous, were it not true that there are those, in nearly every community, who contend that the *old* buildings which served for them and their fathers are good enough for children of the present day, and, consequently, oppose all change and improvement. With all suitable allowance for that powerful and wisely-formed feeling of our natures which leads us to a strong attachment to objects and localities long familiar to us, and submits to any change with so much reluctance, we cannot help thinking that such would modify their views, if they would bestow a little candid reflection upon the subject. Certain it is, that in other matters they act more wisely and considerately. In the erection of dwelling-houses and churches, in the building of store-houses and barns, in the form and making of various implements for the farm and the workshop, in the manufactures, in the arts, and in the modes of locomotion, there have been most important changes and improve-

ments; and why *may* there not be, and why *should* there not be, in relation to school-houses? While it becomes communities, no less than individuals, to study and practise economy in relation to their affairs, a spirit of false economy, or of parsimony, should never lead them to cling to positive evils or defects. It is, unquestionably, true, that many a youthful mind has imbibed an unconquerable dislike, and even *dread*, of school and everything pertaining thereto, from the unpleasantness, inconvenience, and dreariness, which combined to form its first impressions. If this is so (and who can doubt it?), how desirable is it that the spot on which a school-house is placed be a pleasant and attractive one! How desirable that the building in which the young spend their time be comely in its appearance, neat in its finish, commodious and pleasant in all its arrangements! How desirable that everything in and about it be fitted to make the young happy and comfortable! Above all, and beyond all, how desirable that the best and most ample provisions be made for supplying the occupants with an abundance of pure and fresh air!

But how has it been with school-houses of former days, and how is it with many of the present time? An examination would lead one to suppose that they were constructed without the slightest reference to the comfort, convenience, or health of pupils, but, mainly, with the design of packing the largest number within the smallest space. But the most serious defect, in the construction of school-houses, has been, a neglect of ventilation. On this point, it is impossible to speak too strongly or too freely. Our school-houses are, often, *crowded* with children whose healthful and energetic existence depends much

upon the state of the atmosphere they breathe, with no means provided for removing the impure air, and supplying its place with fresh and pure, save such apertures as the hand of time, or the knife of some mischievous school-boy, has made. How many teachers, and how many pupils, have suffered, and languished, and even died, from being compelled to spend so much time in an impure and deadened atmosphere! It is, undoubtedly, true, that disease has frequently been contracted, and the constitution irreparably injured, from this source. To this, too, may be attributed most of the cases of headache, and those feelings of lassitude and prostration, which often characterize a school; and, also, those indescribable, and otherwise unaccountable, cases of restlessness, and those feelings of petulance and sensitiveness, which are so contagious in their nature, and so disastrous in their effects. In the language of Horace Mann: "To put children on a short allowance of fresh air is as foolish as it would have been for Noah, during the deluge, to have put his family on a short allowance of water. Since God has poured out an atmosphere fifty miles deep, it is enough to make a miser weep to see our children stinted in breath,— and yet, we may add, occasion for such weeping may be found within the limits of nearly every town within our commonwealth." Let the school-house and school-grounds be made comfortable, pleasant, and attractive, and "going to school" will be considered a delightful *privilege*, instead of a disagreeable and irksome *task*, as is now too often the case.

I have, thus far, spoken of the duty of parents in relation to the school-house; and will now add a few suggestions touching the teacher's duty. As a citizen, he will

share duties in common with others; but, as a teacher, it becomes him rightly to understand the whole subject, and to do what he can to disseminate right views and feelings. Though he may have no specific responsibility, in reference to the erection of a school-house, he certainly has important duties, in relation to it, when constructed. It is clearly his duty to see that it is kept in a good condition in all particulars, and that it be carefully preserved from every species of defacement. He should do what he can to promote a correct feeling on the part of his pupils. He should make them feel that the school-house and all its appurtenances have been provided for their *use*, but not for their *abuse*. He should cause them to feel deeply their accountability and obligations to their parents for furnishing them such accommodations; and, at the same time, incite in them the feeling that they can in no way so well manifest their appreciation of what has been done for them, as in preserving the property, temporarily intrusted to them, free from every injury.

It is quite common, in some places, to allow pupils to run and play about the school-room during the hours of intermission, and at recess. The practice is a bad one, and should be discountenanced entirely. The school-room should be regarded as sacred for the objects of learning, and should never be desecrated by the rude and boisterous merriment of the young. Let pupils be early and constantly impressed with the idea that the school-room is a place for study, and not for play; and let them, if possible, be made to feel, that, when they pass its threshold, they must banish from their thoughts all scenes of sport and merriment, and, for the time, devote their thoughts, and all their energies, to the peculiar and appro-

priate duties of the place,— the acquisition of knowledge. On this point, teachers cannot be too exact; and parents should cherfully sustain them in their efforts. There is no half-way ground. If pupils are ever allowed to play in the school-room, it will be very difficult to limit them; and if liberty is given them it will only make it the more difficult to govern them during the hours allotted to study.

CHAPTER III.

CHILDREN SHOULD NOT BE SENT TO SCHOOL TOO YOUNG.

CHILDREN are often sent to school, and, as it were, forced in their learning too soon. On this point, the author is aware that many will differ from him. Nevertheless, he does not hesitate to express the opinion, which he has long and honestly held, that most children are sent to school, to learn from books, at too early an age. In this, he would not be understood that the young can too soon commence the acquisition of knowledge; but merely, that they should not be sent to school, as pupils, at a very tender age. A child who has but just commenced lisping the simplest and most common words has enough to learn, and enough to exercise its susceptible and opening mind, without being urged with dull, and, to him, unmeaning sounds, to repeat his A, B, C, or to pronounce his a-b, ab. He has but just commenced his existence, in a world full of novelty to him; and, which way soever he may turn his eye, he will find enough to exercise his young mind and awaken thought, and the words and names which he hourly hears will prove quite sufficient for his memory to retain. And if within the doors of the parental roof he hears and sees enough to excite his curiosity, and exercise his thinking powers, how much more which is to him new, interesting, and wonderful, will he behold when he wanders "out of doors"! As

he gazes, with childish delight, upon the rattling carriages of the streets, think you that the momentary glance leaves no impression on his mind, or excites no thoughts or ideas before dormant? As he walks into the fields and gardens, and, with infant rapture, beholds the pretty flowers, the springing grass, the waving grain, and stately trees, think you that his little mind is inactive or unaffected? As he looks, with simple and natural wonder, upon the water, and, perhaps, sees some noble ship moving majestically along over ocean's rolling billows, has not his young mind enough whereon to feed and grow? As he beholds, with pure amazement, and, perhaps, terrific astonishment, a whizzing, puffing, flying train of cars upon some railroad, think you that his mind can suffer from want of food? And, when he raises his eyes to "heaven's blue vault," and views the golden orb of day, and the moon and countless stars, those "lesser lights" that rule the night, have we not reason to apprehend danger from excess, rather than from deficiency, of action?

Who, that has taken some prattling child upon his knee, and undertaken to answer his earnest and almost numberless interrogatories, has not been, as it were, struck dumb by the artless and sincere manner in which his little questioner will finally ask, "Where is God, and who made Him?" And can a child, who is thus interested in all these matters, and is, at last, left to think, to conjecture, to wonder who, what, and where the great First Cause is, receive any better exercise for his expanding mind? Ought he, until his wonder, and amazement, and delight, and curiosity, have, in a measure, subsided, or become gratified, be required to go over the dull and

unmeaning repetition of letters and words? Certainly not. Let him be aided to understand all that he sees with inquiring interest,— let him be assisted to comprehend, in some degree, the meaning and use of the language he daily hears,— let an attempt be made to solve all his queries and wonders; and when he has, in some measure, become able to understand these affairs of every-day occurrence, he may be prepared to acquire knowledge from letters and books.

But at what age ought children to commence their school course? Probably never before the age of five years,— seldom before six. It is true, that, at an earlier age, they may, by the aid of their parents, learn all the letters of the alphabet, as a mere pastime. Parents may, for instance, take a slate, and make the letter A, and then assist the little ones in copying it, and learning its name, &c. Thus the entire alphabet may be taught, as a pleasant exercise. The alphabet should always be taught in this manner, whether by parents or teachers. In the usual way, it is not uncommon to meet with children who can repeat every letter of the alphabet in regular order, and yet be unable to recognize a letter, taken separately. They learn them by *rote*, and not by having a correct and clear impression of the looks and shape of each letter made upon the mind. They cannot even equal the lad who, being asked what a certain letter was, answered that "he knew him very well by sight, but could not think of his name." The children alluded to know the names, but not the looks of the individual owners. But, let every letter be made as I have proposed, and the *looks* and names will become so thoroughly fixed in the mind, that the child will never be at

a loss in naming every individual member of the alphabet, whenever and wherever he may meet with it. If children are sent to school to learn their letters, the teacher may use the black-board to great advantage, and the time usually spent with a single child would suffice for instructing a dozen or more. Let the instructor make upon the board the letter A, tell its name, and request the "little ones" to copy it upon the board or upon their slates, often requiring them to give its name; and, when fully fixed in their minds, let the next letter be taken in the same manner, and so on, to the end. Children will thus learn the alphabet more readily, more surely, and more pleasantly.

It is sometimes the case, that children are taught easy words from books containing picture representations. Such ones may manifest a remarkable degree of accuracy in some cases; but it will sometimes happen that a child will — leaning on the picture — say, C-a-t, kitten; R-a-t, mouse. A father once attempted to cover the picture of a cow while he asked his little son to spell and pronounce the name printed under it, which he did correctly. "How do you know," said the father, "that c-o-w spells cow?" "Because," said the child, "I can see her horns." Such "helps to read" are, often, worse than valueless. They may make "kitten" of "cat," "mouse" of "rat," "puppy" of "dog," or "cow" of "ox."

I have frequently noticed, that those children who were the most forward at the age of five or six years, were comparatively backward at the age of twelve years. Having been pressed onward when quite young, they became weary of learning and repeating unintelligible

lessons before their expanding minds were capable of comprehending fully what they met with in their daily exercises. They learned to read before they were able to understand the object of reading, or the meaning of the words they uttered. They had been incited on by flattery and the novelty of the exercise; and, as soon as these lost their effect,— as they soon did,— they fell into a state of apathy, or positive dislike towards all school exercises, which it would be no easy task to change.

But, let a child's mind be well exercised, by explaining to him the meaning and use of everything he sees around him; — let his curiosity to know be encouraged, — and he will soon be anxious to read, that he may, from the books he sees, obtain new information and new delight. Instead of regarding the repetition of his early lessons as dull and useless, he will look upon them with much interest, and consider them as keys which will unlock for him treasures of untold value and beauty; in other words, he will commence learning with a definite and reasonable object in view.

But, it may be said, the law provides for the admission, to our schools, of children at the age of four years, and parents are quite ready to comply with this legal indulgence,— more so than with some others. This is true; and "pity 'tis 'tis true." Until, then, something can be done, either to change the views of parents in relation to this subject, or to modify the character and exercises of schools for children, the teacher must meet the case as best he can. If the "little folks" will claim their right to come, the teacher must receive them pleasantly, treat them kindly, and do all he can to make them comfortable and happy during six hours daily, and,

possibly, something to exercise their minds and awaken thought. But he should not take them through the dry routine of school-room exercises. He should, if possible, cause them to be furnished with slates, and give them such simple copies for drawing as they can readily make. This will interest them; and in this way the judicious instructor may do something to advance them *towards* the hill of science, without taking, imperfectly, steps which must be retraced before the first ascending step can be advantageously taken.

CHAPTER IV.

IT IS THE DUTY OF PARENTS TO PROVIDE COMPETENT AND EFFICIENT TEACHERS.

EVERY observing mind will see that the number of schools *kept* is much larger than the number *taught*. There are, and always have been, more *nominal* teachers than *real* ones. The inducements held out, as regards permanency of employment, or reward of services, are not such as will engage the heart, the time, and the energies, of men of talents and attainments of a high order. In no department, probably, is there so much need of sterling worth in every good qualification; and yet, in no department is the premium awarded to real merit so paltry and inadequate. Hence, we frequently meet with those who are teachers from necessity, or misfortune, rather than from a real love *for*, and devotion *to*, the occupation, emanating from a just conception of the important and responsible nature of the duties to be performed. The profession of the teacher has, often, been a kind of "city of refuge" for such as had no abiding employment, and who, too often, were unfit for any. The influence of a teacher, for the weal or woe of those intrusted to his care, is almost inconceivable. From his every action, word, and even *look*, they will receive impressions, good or ill, which will remain as long as the susceptibility of the mind to retain impressions shall exist.

How solemn the thought, and yet how true, that the teacher's influence will extend through time, and into eternity! And how melancholy the fact, that people often try to drive a closer bargain in the engagement of him to whom they commit the training of the young, than they do in the employment of him who is to manage their horses and cattle!

The following case may be illustrative of the point under consideration: Stouber, the predecessor of Oberlin, and pastor of Waldbach, on his arrival in the parish, desired to visit the principal school. He was, accordingly, conducted into a miserable cottage, where a number of children were crowded together, without any apparent occupation. He inquired for the "master." "There he is," said one, as soon as silence could be obtained, pointing to a withered old man, who lay on a little bed in one corner. "Are you the 'schoolmaster,' my good friend?" said Stouber. "Yes, sir." "And what do you teach the children?" "Nothing, sir." "Nothing! how is that?" "Because," replied the old man, "I know nothing myself." "Why, then, were you appointed schoolmaster?" "Why, sir, I had been taking care of the Waldbach pigs, for a great number of years; and, when I got too old and infirm for that employment, they sent me here, to take care of the children."

And has it not been too true, that men who were unfit for any business have been "pensioned off" with the charge of a school, while the well-qualified teacher has been rejected, merely because he could not afford to labor for a mere pittance? In the establishment and support of good Normal Schools, a great and noble work has been done,—a work which must tend to the elevation of the

teacher's profession. But, still, unless the sentiments and feelings of the community shall be such as will exclude from the teacher's desk all temporary and incompetent teachers, and afford a reasonable and adequate compensation to those whose qualifications and inclinations lead them to adopt teaching as a permanent vocation,— or, in other words, unless the well-qualified and professional instructor shall be *well* received, and well remunerated by the public,— the money now expended for the support of Normal Schools might as well be sunk to fathomless depths in the ocean. John Lalor, in his excellent prize-essay, published in London in 1839, uses the following truthful language, in reference to the instructor:

"If there be any art, which, more than another, requires in those who practise it a high union of skill and character, that art, beyond a question, is education. In no department of exertion does success so absolutely depend on the personal qualifications of the workman. 'As is the master, so is the school,' says the Prussian maxim; a few words, saturated, as it were, with truth. The system is, indeed, truly important; but the main part of a system is, what is in the *master's mind.* The form — the external material adjuncts — of a system, are, of themselves, nothing; its living spirit — that part of it which has got into the thoughts and feelings of him who is to work it — is everything.

"The process of education, whether at home or in school, is perpetually going on. The instructor may guide, but cannot stop it. Whether he is attentive or neglectful, observation is at work, intellect is developing, character is forming, and all under the most powerful

influences from him, whether for good or evil. What he says earnestly, and, above all, what he does, is graving itself on the tenacious memory of childhood. His inconsistencies, partialities, ill-temper, tyranny, selfishness, leave lasting traces. If his dispositions are unfavorable, no check from without can remedy the evil. Parents can control him little. They are managed, through their prejudices, at the expense of their children. A superior authority, with the most perfect machinery of inspection, will fail to get the work of good men performed by bad ones. Its laws will be no restraint on him to whom their execution is intrusted; its best systems fruitless, where they cannot insure states of mind according with their spirit. The government of children must be a despotism; and it must have all the vices of a despotism, if we cannot purify the depositories of supreme power. But, if the instructor be one who is filled with a consciousness of his duties, how mighty is his influence! He is the fountain of instruction, and the prime source of enjoyment, to his pupils. Their little difficulties are brought to him, and in his solution rest. His casual remarks sink into their minds. His opinions on men and things make their way by the double force of authority and affection. His companionship, his sympathy, are, above all things, delightful. The imitative principle, so powerful in early life, is incessantly in action. The children are daily assimilating parts of his nature — making it one with their own. What an influence is his over their future destiny!"

If such is the teacher's position and power, with what care should parents select him to whom they intrust, so unreservedly, their most precious interests — the training of their children! Nor is it, alone, important that

caution should be exercised in the selection. If this duty is faithfully performed, it leads to another, no less important; and that is, to keep a teacher in a good condition. The best of instructors may be disheartened by cold treatment, or discouraged by receiving inadequate compensation for their services. It is the duty of parents to treat the teacher of their children so kindly, and reward his services so liberally, that he will feel constrained to labor cheerfully and zealously for the best good of those committed to his charge.

If a mechanic has a valuable machine, he knows that its perfect operation and full force can be secured only by keeping it in an excellent condition. If a farmer has a serviceable horse, he knows that kind treatment and good feeding will make him still more valuable. Let not a less wise policy be pursued in the treatment of those to whom are intrusted such momentous concerns as are committed to teachers of youth. Let the good instructor be properly respected, kindly treated, and liberally compensated, and he will be greatly encouraged and strengthened in the performance of his arduous labors; and, for all cheering aid which he receives, he will declare, for those who invest in his favor, dividends of the most satisfactory nature.

CHAPTER V.

IT IS THE DUTY OF PARENTS TO PROVIDE FOR A JUDICIOUS SUPERVISION OF SCHOOLS.

A SUPERVISORY control of schools is so intimately connected with their very existence and usefulness, that it is of the utmost importance that a wise, judicious, and efficient mode be adopted. While a well devised and properly executed plan will tend greatly to elevate and advance the schools, a poor and inefficient one will retard their progress, and impair their usefulness. If it is important that *any* supervision be exercised over them, it is, certainly, the part of true wisdom to provide for the very best that can be devised.

Of late, the friends of popular education have said much against the existing mode of school supervision, and spoken freely of its defects. But it is, often, much easier to *see* and *speak* of errors, than it is to cause their removal. To effect *any* change in a long-established institution, or course of management, is no *trifling* task; and it is not the part of true wisdom to abandon *old* ways, though not in all respects satisfactory, unless new and *better* ones are clearly open before us. The present mode of school supervision has been long in vogue. It was *devised* by good and true men, and has been *sustained* by many of the wisest and best; and, for the times and circumstances, it has accomplished a vast

amount of good. But times and circumstances have materially changed. The number of schools has greatly increased, their continuation has been lengthened, the branches taught in them multiplied, and the duties required of school committees greatly augmented. On the other hand, the appropriate duties and cares of clergymen, and other professional men,— from whom the schools have been wont to receive supervisory support, and influence,— have become more numerous and pressing, so that, while the schools actually demand much more at their hands, they are really unable to do as much for them as formerly. It is now extremely difficult, in many places, to find men who, at once, possess the requisite qualifications and the needed leisure. In order that a man may be an efficient and useful school supervisor, he should not only be a man of varied knowledge, sound judgment, good common sense, and a candid mind; but he should possess a good degree of familiarity with the several branches taught in the schools, and, above all, he should feel a deep, lively, and abiding interest in the cause of popular education, and have a heart of sympathy for both teacher and taught. He should also be a man who will both merit and command true respect, and one whose daily walk and conversation are of a truly exemplary nature. He should also have much leisure time, which he can devote to the uninterrupted examination of the schools under his charge. Are not these views correct? If so, let us see how the existing state of affairs comports therewith.

Is the committee-man a clergyman?—He is, undoubtedly, a most worthy man, but his school visitations are liable to constant interruptions by calls from the sick,

the dying, the afflicted or the marrying ones of his pastoral charge; — or, if he remain, bodily, in the school-room, his mind may be upon some half-constructed sermon, or upon some parochial duty.

Is the committee-man a physician? — Who can tell *when*, or *where*, to find him? On the very day that his attention may be most wanted in the school-room, the more imperative calls for emetics and cathartics, bleeding and blistering, or for relief to some mortal ache or ailment, may have possession of the whole man, — both doctor and committee.

Is the committee-man a lawyer? — He will be very likely to attend to school duties, if no retaining fee calls his mind in another direction; but, as a matter of course, he will strive more to gain a suit at law than he will to suit the demands or meet the wants of the public schools, — and, if he spends an hour in visiting schools, it will be with the constant fear that it may be at the loss of a client.

Is the committee-man a farmer? — His thoughts will be more intent upon the training of horses and cattle, or the shootings of trees, vegetables, and grains, than upon the training of boys, or the shootings of the young ideas in our schools.

Is the committee-man a merchant? — The rise and fall in the prices of goods will be far more prominent in his mind, and musical to his ear, than the rising and falling of the voices of the young, whom he may, nominally, superintend, — and a good bargain in prospect may blind his eye and close his ear to a good recitation.

Is the committee-man a mechanic? — He will think much more of the easiest and cheapest method of driving

nails into boards, pegs into sole-leather, or money into pocket, than he will of driving ideas into, or out of, boys' heads. Above all, and beyond all, is the committee-man one of those creatures who have just "nothing at all" to do? Then, he will prove the most complete "do-nothing" that can be found. He may talk, and bluster, and fret; but his very *do-nothing* habits will unfit him for a *do-something* man. If, seemingly, he labors like the mountain, he will bring forth the most insignificant results. *He* may feel that the weight of the nation is upon him; but the schools will feel his weight, and all that he bears, really or imaginarily. *Is* it not, in the very nature of things,—*must* it not be so? In my allusions to different classes of men, I have not intended the slightest disrespect. All will admit that he who would be truly successful in any vocation or pursuit must enter upon it with a devotion of heart, and energy of purpose. Hence, the good minister, the skilful doctor, the efficient lawyer, the successful merchant and mechanic, the prosperous farmer, and the useless *do-nothing*, are what they are, because they give their time and attention to their respective and peculiar callings.

But, in addition to what I have said, the present mode is objectionable in that the responsibility of inspecting the schools is divided among several, and, consequently, there is not that strong *individual* responsibility which is essential to give energy, fidelity, and success. To divide the care and oversight of our schools among a board of ten or twelve men, is much like intrusting the care of a railroad to a board of directors, instead of to a special superintendent.

In order that a man should feel a deep interest in any

movement, and labor successfully for its advancement, it is quite important that he should feel that much of its degree of progress, or want of progress, depends upon his action and interest, or deficiency thereof.

If the care of the schools in a town devolves upon some ten or twelve men, we may see that no *one* will assume to *himself* a very large share of the responsibility, while each will almost excuse himself from acting, under the impression that the greater fidelity and fitness of his associates render his efforts unimportant.

Again: — The frequent change of school-committees is very unfavorable to the best good of the schools. In many towns, the same men do not compose the board of school-committee for two consecutive years. Hence, there is a constant liability to change, in reference to the general regulations and management of the school; and modes of government, and methods of instruction, which meet the hearty approval of the members of one board, may be entirely discarded by their successors; and those teachers who have succeeded in gaining the approbation of the committee, one year, may, while pursuing the same course, receive the severe and unqualified censure of those in authority the next. Every one knows that familiarity with peculiar duties renders their performance comparatively easy. Hence, a man who has devoted one year to the discharge of school-committee duties is, usually, much more competent to spend another year than a stranger *would* or *could* be. He has become acquainted with teachers and pupils, and knows how to *say* and *do* things in the *best way*, and at the *right time*. Indeed, if he is the right kind of a man, his entire influence and efforts will be more efficient than a stranger's *could* be.

And yet, comparatively, how few *good* men are retained in office for consecutive years! They either find the duties too onerous, the task too thankless, or the votes, at the annual election, too few. But I have already sufficiently enlarged on this point; and, assuming the position that the present mode does not accomplish the desired amount of good, I will proceed to designate one which, it is believed, will be more efficient and useful.

I. Each town shall, annually, elect a board of school-committee, to consist of three, five, or more members, to whom shall be intrusted the money raised for educational purposes, and also the general interests of the schools within the town.

II. This board shall, as soon as may be, after its organization, appoint some suitable person, from its own number, or otherwise, as special superintendent of the schools, with the following specific duties:

1. To select and contract with all teachers, and make such examination into their qualifications as may seem necessary, or as the board may direct.

2. To visit the several schools within the town, as often as once each month; and, as often as practicable, examine into the progress of the several classes.

3. To hold meetings of the parents in the several school-districts, and address them in reference to their school duties and obligations.

4. To hold occasional meetings of the teachers within the town, for the consideration and discussion of topics pertaining to their vocation.

5. To aid in the adjustment of any difficulties, or misunderstandings, that may arise between parents and

teachers; and, generally, to promote the peace and harmony of districts.

6. To contract for, and superintend all repairs, buildings, &c.; and to provide fuel, and all other necessary articles for the schools.

7. To meet the board of school-committee quarterly, for the purpose of making a detailed report of his doings, and conferring with them in relation to future plans and operations.

8. To make, annually, a detailed report of his doings, and of the condition of the schools; first, to the school-committee, and, subsequently, to the town.

CHAPTER VI.

PARENTS SHOULD ENCOURAGE THE TEACHER.

In many instances parents are too ready to leave all the affairs of the school in the hands of committees and teachers. This will not answer. Unless parents manifest a special interest in the school, and all its exercises, it will require more effort, on the part of the teacher and committee, to promote the advancement of the pupils. The young are very quick to discover any feeling, or want of feeling, on the part of their parents; and they will not often deviate much from the same. If, then, parents would have their children manifest a judicious, strong, and abiding interest in all their school performances, they must first themselves exhibit a lively interest in the same.

From an interesting volume,* published within a few years, we gather the following truthful, and illustrative incidents:

Locke Amsden was an earnest, faithful, and devoted teacher,—one who labored heartily, and wisely. He was engaged to instruct a school in a district noted for the apathy and neglect of parents, and, of course, for the backwardness and indifference of the children. Enthusiastic and active, as he always was, he determined to

* "Locke Amsden; or, The Schoolmaster." 12 mo., 231 pp. Published by B. B. Mussey & Co., Boston. A very interesting volume, that should be read by every parent and teacher.

strive, in every suitable way, to arouse some interest on the part of parents and pupils. In the school-room, he did what he could; and when out, he called at the homes of his scholars, conversed with the parents, and affectionately and earnestly invited them to visit the school,— an invitation always accepted *verbally*, but never regarded practically. When his patience was nearly exhausted, he determined upon one more effort. Said he, "I will have an Exhibition, and have some exercises which will, assuredly, interest parents; and, by inviting them to come on a particular afternoon, they will do so, for the sake of seeing each other, if not for encouraging me and their children."

He, accordingly, made the necessary arrangements. With much patient perseverance, he succeeded in enlisting the interest of the pupils, who worked as they never worked before. When the appointed day approached, Amsden called upon the parents, and gained from them assurances that they would certainly attend. He was greatly encouraged and animated, and his pupils were unusually industrious and ambitious. Everything appeared auspicious and cheering. At length, all was ready, and the eventful day dawned, with as clear a sky, and bright a sun, as were ever seen. Full of hope and encouragement, the teacher was early on his way to the scene of his labors, congratulating himself that he had, finally, succeeded in awakening the desired interest. On his way, however, his attention was arrested by numerous showy handbills, posted in every conspicuous place, announcing that, on that very afternoon, the far-famed Potter, a professed juggler of those times, would give an Exhibition, in which, as usual, he would

display the astonishing feats of swallowing swords and jack-knives, hatching chickens, frying eggs in his hat, together with sundry like miraculous feats.

As the school Exhibition and Potter's were to commence at about the same hour, the teacher, at first, felt a slight apprehension that *his* performances might be thrown into the "background;" but a moment's reflection induced him to feel that no people of sense and character, and, especially, that no *parents*, would think of putting such pitiful shows in competition with the more praiseworthy performances of their own children. But, on opening his school, his fears and doubts were greatly increased. He soon discovered that the heads of his pupils were so completely bejuggled, that they could think of nothing but *Potter*, *live chickens*, &c. At recess the whole conversation turned on the subject which, so evidently, engrossed their thoughts. The teacher could hear nothing but "*Potter,— real live chickens, great sharp swords, handle and all;*" and, on passing around the room, he noticed the name of Potter written on nearly every slate, to which, on some, was added a representation of a man with a half-swallowed sword; and some had exhibited no inconsiderable artistic skill in drawings of hats *full of chickens*. On returning to school in the afternoon, he found matters worse than ever. He called a boy to read, who, after being shown his place, which he had forgotten, commenced, B-a — yes, a — k-e-r — *Potter*. "What?" said the teacher, earnestly. "*Potter*, — *baker*, I mean, but I was thinking,"— and so were all *thinking*, not of their own exercises, but of Potter, and of his juggleries. The afternoon passed, but no parents came; and the disheartened teacher dismissed his pupils,

who were not long in making their way to Potter's show, where their more childish and foolish parents had gone before them.

And how many teachers can relate experiences equally disheartening! In how many instances are the most trivial and unimportant matters allowed to interfere with the nobler and worthier objects and exercises of the school-room! In relation to the school exercises and advancement of their children, how few parents exhibit an interest equal to that manifested in relation to other concerns! What individual would intrust the construction of an important piece of machinery to another, and feel no interest in watching its progress towards completion? What farmer would think of sending his oxen to perform at a "cattle-show" exhibition, without designing to be present to witness their performances? But, is he equally interested to witness the school exercises of his offspring, which, in importance, as far excel those of the oxen, as the nature, interest, and destiny of man, are higher and nobler than those of the brute? It is no less true than disheartening, that the brute's performances often attract more attention and admiration than do those of the children; and no wonder that a stranger, at a recent public-school examination, at which few or no parents made their appearance, should express his astonishment, at seeing so many fatherless and motherless children,— for well may they be considered as orphans, who are thus left to toil and struggle on, uncheered by a mother's smile or a father's approval.

CHAPTER VII.

SPECIFIC DUTIES.

All who feel any degree of interest in the education of the young cannot fail of appreciating the beauty and force of the following remarks, from the pen of Horace Mann. In alluding to the numerous school-houses, which are scattered over our country, he says: — "Though not always an architectural ornament, yet they are a moral beauty to the land in which we dwell. Enter with me, for a moment, into one of these important, though lowly mansions. Survey those thickly-seated benches. Before us are clustered the children of to-day, the men of to-morrow, the immortals of Eternity! What costly works of art,— what splendid galleries of sculpture or of painting, won by a nation's arms, or purchased by a nation's wealth,— are comparable in value to the treasures we have in these children? How many living and palpitating nerves come down from parents and friends, and centre in their young hearts; and, as they shall advance in life, other living and palpitating nerves, which no man can number, shall go out from their bosoms, to twine round other hearts, and to feel their throbs of pleasure or of pain, of rapture or of agony! How many fortunes of others shall be linked with their fortunes, and shall share an equal fate! As yet, to the hearts of these young beings, crime has not

brought in its retinue of fears, nor disappointment its sorrows. Their joys *are* joys, and their hopes more real than our realities; and, as visions of the future burst upon their imagination, their eye kindles, like the young eagle's at the morning sunbeam.

Grouping these children into separate circles, and looking forward, for but a few short years, to the fortunes that await them, shall we predict their destiny, in the terrific language of the poet? —

> "*These* shall the fury passions tear,
> The vultures of the mind;
> Disdainful Anger, pallid Fear,
> And Shame, that skulks behind.
>
> "Ambition *this* shall tempt to rise;
> Then whirl the wretch from high,
> To bitter Scorn a sacrifice,
> And grinning Infamy.
>
> "The stings of Falsehood *those* shall try;
> And hard Unkindness' altered eye
> That mocks the tear it forced to flow;
> And keen Remorse, with blood defiled,
> And moody Madness, laughing wild,
> Amid severest woe;"

or, concentrating our whole souls into one resolve,— high and prophetically strong,— that our duty to these children *shall be done*, shall we proclaim, in the blessed language of the Saviour, "IT IS NOT THE WILL OF YOUR FATHER WHICH IS IN HEAVEN THAT ONE OF THESE LITTLE ONES SHOULD PERISH"?

With what feelings ought these considerations to fill the hearts of parents; and with what untiring zeal should they induce them to labor to secure the wise education

of their offspring! The united, judicious and well-timed efforts of parents and teachers will, with the blessing of God, lead the young onward and upward in wisdom's ways. In view of this, will not parents earnestly ask themselves what they can do to promote the true advancement of interests at once so desirable and important? Every parent has weighty and responsible duties resting upon him; and a wise discharge of them will bring a glorious and soul-cheering recompense.

When the author of this work was engaged in teaching, he wrote the following appeal to parents, soliciting their coöperation in the particulars named. If parents will consider it as addressed to them by the instructor of *their* children, and read it with a spirit of candor, it will, it is hoped, prove beneficial. It was published in a tract form by the Hon. Henry Barnard, then Superintendent of Schools in Rhode Island, and somewhat extensively circulated. A few alterations and additions have been made.

A TEACHER'S APPEAL TO THE PARENTS OF HIS PUPILS.

Respected Friends:—The intimate relation which subsists between us, as parents and teacher, induces me to address you in relation to some of our mutual duties,—upon the proper appreciation and due performance of which depend, in a great degree, the future success and welfare of your children. I feel that we are mutually engaged in a great work; a work which demands our most serious consideration, and one which loudly calls for the exercise of our united wisdom and hearty coöperation. This work is the training and disciplining the objects of your dearest affections, so that they may

become virtuous and happy citizens, and "act well their parts" on the stage of life; alike an honor to themselves, to you, to me, to the community, and to their Creator.

As, therefore, we are engaged in a work at once so important and so interesting in its results, it seems to me extremely desirable that a good understanding should exist between us, and that we should coöperate in every suitable manner, and on every proper occasion. In sending your children to my school, you have placed them under my care, and expect them to spend many precious hours of their youth under my immediate instruction and influence. You, doubtless, expect much of me; and, if you faithfully perform your duties, you have a right to expect much.

I feel, I trust, to some extent, the immense responsibility of my situation, and will seek to labor "with all diligence" in the discharge of my arduous duties; and I hope I shall be enabled to answer every reasonable expectation on your part. But, that I may labor more successfully, as well as more cheerfully, will you allow me, in a plain, familiar manner, to call your attention to a few particulars in which your cordial coöperation is most earnestly and affectionately solicited? I will endeavor, on my part, not to ask for anything which will not tend to the greatest advancement of your children, and to the promotion of their welfare.

I. *I respectfully invite you to aid me in securing the constant and seasonable attendance of your children.*

I have reason to believe that some parents have not given merited attention to these points. Do you not think that children are often kept from school, or sent

late, without any sufficient reason? Perhaps you have never fully considered the evils incident to inconstant or unseasonable attendance; and, if so, allow me to call your attention to one or two of them, and others will readily suggest themselves to your minds. Let us, then, notice the tendency, or some of the consequences, of frequent absences.

1. If children are allowed to be absent, for insufficient reason, they are, virtually, taught to look upon their school and its duties as of quite secondary importance. If the doing of some trifling errand, the making or receiving visits, or the participating in some pleasure excursion, is allowed to interfere with school exercises or obligations, your children will, most assuredly, consider the engrossing object, or objects, as of paramount value. Of course, their interest will be diminished, and their progress retarded, in a degree proportionate to the extent and frequency of the infringement upon the claims of the school. If you wished for a lad to assist you on your farm, in your shop, or counting-room, you would insist upon having his undivided time and attention. This would be requisite for *his* good, as well as for *yours*.

If you had in your employ an apprentice, who should frequently absent himself, and allow unimportant engagements or amusements to absorb the time and attention which should be devoted to gaining a knowledge of his trade, you would, at once, conclude that he would never become a proficient in it. And will it not be the same in school affairs? Are not your children apprentices in the school of knowledge, which is designed to prepare them for the work of life? And have you ever considered that only the prompt and faithful discharge of

the duties of apprenticeship can qualify them for workmen, that need not be ashamed of their work, when they shall have served out their time, and taken their stand with the free actors on the stage of life? If you have not, let me beseech you, as you prize the good of your children, and wish their greatest advancement, to pause and reflect.

2. If children are often absent, they will fall behind their classmates in their studies, and, consequently, lose much of their interest in them, and perhaps acquire an actual dislike for school, and all its exercises. Of necessity, most of the instruction, in large schools, must be given to whole classes, and not to individual scholars. Your children receive their school-knowledge in this way. It is very essential, for the progress of a class, and its individual members, that no scholar be absent from a single recitation; for, frequently, the loss of a single lesson may affect a scholar's interest and advancement for a whole term. Let me take an instance to illustrate this. I have a class in Arithmetic, and it is often necessary for me to explain some principles, the clear understanding of which, by the pupil, will serve as a key to subsequent lessons. To-day I occupy some time in explaining some principles, to a class of twenty, of which your child is a member, but, unfortunately, an absent one. To-morrow he comes to school, but is unable to comprehend and perform the exercises of the day, on account of his absence the previous day. What, therefore, must be done? Certainly one of two things. I must either devote time and strength, which belong to the whole school (and which the school needs), and repeat the explanations given in his absence, or I must

leave him to grope along in the dark, as best he can, and, probably, to become disgusted with his school and its studies. He will not only droop himself, but will exert a withering and disheartening influence upon the other scholars.

Our schools cannot accomplish the highest amount of good, unless the children are regular and constant in their attendance. How often is it, that scholars of good natural abilities are connected with a good school, month after month, and year after year, and yet make but little, if any, progress! They retain seats in school, and, when perfectly convenient, and consistent with other arrangements, they occupy them,— and do little else. They are neither prepared to enter a regular class, nor to continue there, if allowed to join. They feel no interest in the school, nor in the studies thereof; and often, by their habits of idleness and inattention, they become a positive injury to the whole school. Teachers *are incompetent* to impart any new light to such comet-like pupils as some are; — comet-like in some respects, but most unlike in others,—they appear and disappear, but when and how they will reäppear, no mortal can predict, with the slightest degree of certainty. A desirable interest and fair improvement cannot be exhibited by children, who are allowed to be frequently absent. If the making or receiving of visits, the performance of some unimportant errand, or an engagement for some momentary pleasure or gratification, is allowed to trespass upon school-duties, children will be taught, in the most unequivocal manner, to look upon their school as of trifling importance. It is a duty the most imperative, on the part of parents, to train up their sons and daughters to regard their school

and its exercises, for the time being, as *paramount* to all things else. By being allowed to absent themselves, at first by permission of parents, for some inconsiderable purpose, they will soon be tempted to let some favorite amusement draw them from the school-room, and that, too, without the consent or knowledge of their parents or guardians,— as truants. Could parents but realize the dangers that cluster around the truant's path, with what care and watchfulness would they labor to secure the regular attendance of their children! How earnestly and perseveringly would they endeavor to instil into their minds a *love* for school, and its wholesome regulations! Let us, for one moment, consider the truant's downward course. Think of him as, for the first time, disgusted with lessons which his frequent absences have rendered him unable to comprehend or commit, with a trembling and faltering heart he so far stifles the voice of conscience, as to disobey parents and teacher, and spend the hours of school in idle pleasure or wanton mischief. See him as he goes on, from step to step, until he totally disregards the kind monitions and advice of his best friends, and becomes the associate of kindred and more depraved spirits, and, with them, becomes an outcast from respectable society. He hates his school and his teacher; disregards, and even abuses, his parents; forsakes the house of worship and the Sunday-school; violates the Sabbath, and becomes a *seven days' truant!* Is not his case a lamentable one? But the worst and darkest of the picture is yet in prospect. From disobedience and truantism, he goes on to dissipation and crime. He disregards truth, becomes profane and dishonest, and plunges into the very vortex of revelry and

vice,— becoming the vilest of the vile, and basest of the base. Behold him, after the lapse of a few short years; his mind corrupted and enervated, his talents prostrated, and his physical constitution a mere wreck of what it should have been, and might have been! His associates and partners in degradation have abandoned him. In view of his wretchedness and loneliness, he becomes the desperate author of some crime, which will call upon his ruin-devoted head the just vengeance of an outraged community and violated laws. His confinement as a base criminal recalls, in some degree, his long-lost senses, and arouses him to a state of consciousness and remorse. He reflects on the past; thinks of his once happy home,— of his beloved though much-abused parents, brothers, sisters, and friends. He thinks, too, with bitter anguish, of the district school, whose slighted privileges constituted the first step in his downward career. Then, from what *was*, and what *might have been*, he ponders the reality, and his future prospects. He views himself as a *ruined*, *wretched*, *forsaken*, *miserable* outcast. His guilty conscience, whose voice has been so long stifled or unheeded, now haunts and goads him, deepening his misery and anguish, until, at length, in a fit of desperation, he seizes the suicidal steel, and, in a moment, it pierces his throbbing and aching heart, and his disembodied spirit goes *unbidden* to Him who gave it! Call this no fancy-sketch, for it has often been made a reality by many who have been more than lost to society and friends. And, methinks, if you will visit yonder prison-house, now crowded with wretched and doomed victims of crime, and, as you call upon them in their gloomy and lonely cells, ask them where commenced

their downward career. The answer from many would be, "*We were truant boys*, and from that we trace our present condition of guilt and degradation." And, if such is *ever* the case,— and who can doubt it?— with what diligence should parents watch, to counteract every influence which may have the least tendency to teach their children that their school is unimportant, and may be made secondary to amusements, or trifling engagements of any kind!

Some one has thus "summed up" the unfavorable results of unnecessary absence:

1. If a boy learns to feel that he may leave his duties as a scholar for trivial causes, for causes equally trivial he will forsake his business when a man.

2. The time of the teacher and the whole school is wasted, while this absence is being recorded.

3. The teacher's time is wasted, in reading and recording the delinquent's excuse, when he returns to the school.

4. He interrupts the exercises of the teacher, or some part of the school, in finding the places at which his various lessons commence.

5. He has lost the lesson recited yesterday, and does not understand that portion of to-day's lesson which depends upon that of yesterday; and such dependence usually exists.

6. The teacher's time and patience are taxed in repeating to him the instructions of yesterday; which, however, for want of study, he does not clearly appreciate.

7. The rest of the class are deprived of the instruction of their teacher, while he is teaching the delinquent.

8. The progress of the rest of the class is checked, and their ambition curbed, by waiting for the tardy delinquent.

9. The pride of the class is wounded, and their interest in their studies abated, by the conduct of the absentee.

10. The reputations both of teacher and school suffer, upon days of public examination, by failures, which are chargeable to the absence, and not to the instruction.

11. The means generously provided for the education of the delinquent are wrongfully wasted.

12. He sets a pernicious example for the rest of the school, and usually does some actual mischief while absent.

But, leaving this point, on which I have enlarged, in view of its great importance, let us briefly consider one or two of the more prominent objections to *unseasonable* attendance.

1. If children are allowed to be tardy in their attendance at school, they will be prone to undervalue punctuality in other affairs. Children should be taught to look upon their school as of paramount importance, and regard the school-room as their workshop,— the place of business for them; and no concern of a secondary nature should be allowed to interfere, in the least degree, with its appropriate exercises. It is extremely desirable that you impress strongly upon the minds of your children the fact, that whatever is worth doing at all should be done well, and at the proper time. Teach them that *punctuality* in the discharge of every duty is of the highest importance; and, if you train them to observe it punctiliously in relation to their school, they

will be likely to do the same in every duty of subsequent life. In this way, they will form a habit of inestimable value.

But I have considered the evils of unseasonable attendance only in relation to its effect upon him who trespasses. I will briefly allude to another objection to the habit, which is,

2. *That children who enter the school-room at a late hour interrupt the order of the school, and interfere with some passing exercises, in which, perhaps, they should have a part.* Thus a whole school is often made to suffer from the deviation of a few. In some schools, much time is actually lost, on every half-day, by the dilatoriness of individual members. You have, doubtless, noticed the effect upon a congregation at church caused by the late entrance of persons; and I will leave this point, by merely suggesting the analogy, between the two, to your own mind,—being convinced that due reflection will induce you to regard the whole matter in its true light, and act accordingly.

Before closing this subject, I will call your attention to one more evil, similar in its effects to that we have just considered. I allude to the habit of leaving school before the regular hour of dismission. Children very frequently bring notes from their parents, requesting their dismission at an early hour; and, if all such requests, in some schools, should be complied with, the exercises of the last hour would be constantly interrupted by those who should thus leave.

3. *Encourage your children to respect and obey the rules and requirements of their teacher.*

This is highly necessary for their proper advancement

and happiness while at school. Induce them to look upon their instructor as your and their friend, and to regard all his regulations as designed for their good. If, in any of my arrangements, or in the execution of my plans, you shall think I have erred, or that your children have suffered, or been neglected, you will confer a favor by making known to me, freely, your feelings or apprehensions. Come in the spirit of kindness, and I will promise to receive you kindly, and answer every reasonable inquiry. I may sometimes err,— it will be strange if I do not. Perhaps you feel that you sometimes misjudge, or act unwisely, in the management of your own children. Will you consider that I am called upon to control and instruct the collected families of the neighborhood?

I have under my care a multitude, whose home influences and discipline are widely different. The children from no two families are alike. Yet they must be united and governed as one large family. Some are mild, kind and affectionate,— ever anxious to know, and ready to obey, every wish of their teacher; while others are rough, uncourteous, and obstinate,— apparently most pleased when they are doing wrong, interrupting the school, and annoying their instructor. These opposite characters and elements actually exist, in most schools; and it would be wonderful, indeed, if teachers could decide and act, upon every occasion, and in every emergency, in such a manner as to meet universal approval. I feel that I may sometimes do wrong. Let us remember that "To err is human,— to forgive, divine!" But so long as you have sufficient confidence in the school and its operations, to induce you to send your children, let

me beseech you to teach them to regard every rule and requisition with conscientious strictness. In this way, you may do much for me and much for them.

If you hear reports from your children (and this should be done with much caution), or otherwise, reflecting upon the management of the school, or treatment of individual members, do not too readily confide in all you hear. If, however, you really think there is good ground for such reports, call upon me, and ascertain all the particulars, remembering the somewhat trite sayings, that, "There are two sides to a question," and that. "Circumstances alter cases." If you pursue this course, in the spirit of love and kindness, you will, in most cases, find that great exaggerations and perversions have been made; — sometimes, perhaps, intentionally, but, more frequently, from the misunderstanding or misconception peculiar to childhood.

4. *Encourage your children to be orderly, and studiously to regard right.*

Youth are frequently tempted, by the example of vicious associates, to violate the rules of good behavior, and spend their time in idle mischief, or vain pursuits. As you cannot always keep them removed from pernicious influences, and depraved companions, do all in your power to form in them an abhorrence of all that is evil, and a deep regard for everything that is "lovely and of good report." So train them, that they may come in contact with vice without being contaminated; nay, more than this, that their own upright conduct, and pure conversation, may exert a salutary influence upon those who manifest no love for virtuous acts.

Improve every fit opportunity to impress upon their

minds the ruinous consequences of vice and idleness; and, at the same time, show them that, "Wisdom's ways are pleasantness, and all her paths are peace." Teach them to avoid *trifling* deviations,— to do right at all times and on all occasions, because it *is right*, and because, by so doing, they will be more happy and useful. Teach them that it is better to "*suffer* wrong than to *do* wrong;" and that the fact, that wrong has been done to them, is no reason why they should do wrong in return. Tell them that kindness will allay wrath, and that it is more noble and manly to return "good for evil," than to give "reviling for reviling." Teach them to feel that if they would be truly wise, and great, and happy, they must first be truly good.

As you meet your children at the close of the day, occupy a few minutes in conversing with them respecting the manner in which they have spent the day. Ask them to reflect, and consider if they have not done some works which "need to be repented of;" and direct them to the Author of their existence for pardon, and to the fountain of all wisdom for future guidance and support. Then may you hope to see them become an honor and a blessing to you, and to the community.

5. *Encourage your children to be studious, by manifesting an interest in their lessons.*

Improve every suitable occasion to converse with them concerning their studies: and do all you can to convince them, that the more diligent and faithful they are now, the brighter will be their prospects for future usefulness and happiness. Do all in your power to inspire them with a love for knowledge, as a source of gratification and improvement. In the morning, enjoin upon them

the great importance of diligence during the hours of school; and at night, inquire respecting the studies of the day, and ascertain what new ideas have been acquired, what facts have been stored up, what difficulties overcome, what kindly acts performed. Induce them to examine, to investigate, to think. In a word,— do all you can to cause them to feel the great advantages of education, and the necessity of patient application to obtain it. You will thus increase their interest, and cause them to regard with pleasure exercises that would, otherwise, appear dull and unimportant.

6. *Improve every convenient occasion, in visiting the school.*

In this way, you can do much to stimulate and cheer your children and their teacher. I do not ask you to come, that you may assist in conducting the exercises of the school,— but come to see and to hear, and thus give some real evidence that you feel an interest in the subject of education. Children often attend school month after month, and see no parent within the room. The teacher urges upon their consideration the great value of knowledge day after day, and repeats his earnest desire for their improvement; but often his words and interest are almost neutralized by the indifference and inattention of their dearest friends. They begin to think that education is of little consequence, and that it matters not whether they are industrious or idle. As they never see their parents within the school-room, they begin to think that their teacher is the only individual interested in their progress, and that he is so, because it is in the way of his business. Hence a teacher's injunctions and example often fall powerless, for the want of the quick-

ening influences of a parent's interest, and a parent's endorsement.

In passing through manufacturing villages, we frequently notice over the doors of certain buildings, in large characters, "NO ADMITTANCE, EXCEPT ON BUSINESS." Plain and positive as this inscription appears to be, it does not always prove effectual. Yankee curiosity, and Yankee ingenuity, will contrive to gain entrance. I have sometimes thought that, if the word "SCHOOL-HOUSE" should be inscribed over the entrance, those within would never suffer the slightest annoyance from visitors. I trust, however, that, so far as our school is concerned, the writing over the door-way may be, "EVERY PARENT AND CITIZEN HAS AN INTEREST IN THE BUSINESS TRANSACTED WITHIN, AND MAY AT ALL TIMES HAVE A FREE ADMITTANCE, AND FEEL AT PERFECT LIBERTY TO INSPECT THE OPERATIONS OF THOSE WITHIN!"

If, therefore, you have never been in the habit of visiting your children's school, let me affectionately invite you to begin the practice. It will increase your own interest, and redouble theirs. Whenever you may have a leisure hour, will you not come and spend it with your children, and listen to their recitations? Depend upon it, if you will adopt this course, their zeal and studiousness will be greatly increased; and they will cheerfully apply themselves to prepare their daily exercises, when they feel that their father or their mother may be present when they are called upon to recite,—for what child will not be ambitious to do well at such a time? But I must leave the subject with you, hoping that you will carefully consider its importance.

7. *Have a regard to the character of the books your children read, and see that they read understandingly.*

Of making books there is no end; and, if all books were good books, we might wish there would be no end. It is, however, a lamentable fact, that many books and pamphlets are published, of which every philanthropist would wish, not only that there might be an end, but also, that there had never been a beginning.

The press is teeming with publications, not of questionable utility merely, but of a character truly immoral and licentious. These are printed in an attractive and cheap form, and scattered broadcast through the community, contaminating and ruining the susceptible minds of the young. The fruits of these productions may be silver and gold to the makers and venders; but, to the community, they are vanity, idleness, intemperance, licentiousness, anarchy, poverty, misery, and destruction.

I feel that I am safe in asserting, that many a noble mind has been lost to itself, to friends, and to the public, through the influence of light and immoral reading. Precious time has been frittered away, bright talents have been prostituted and perverted, health has been impaired, property wasted, and the happiness of whole families and neighborhoods destroyed, by the perusal of the publications to which I allude. I need not name particular books.

I fear some may be found on the shelves of our most respectable book-stores. Many of the "Tales," and "Mysteries," &c., stories of "shocking murders and piracies," and even many of the "Almanacs," that are so freely circulated, are unworthy of a place in any

respectable house; and I hope the day will come, when our principal booksellers will have a conscientious regard to the character of the works they sell.

The man who, at the present day, sells intoxicating drinks, is regarded as an enemy to mankind; and why should we not look upon that man in the same light, who, for the sake of gain, aids in circulating books which will poison the mind, and deaden, or pervert, all the finer and nobler sensibilities of the soul? But, so long as there exists in the community a demand for trifling and fictitious reading, so long, I fear, will the demand be supplied by men, whose chief object is gain.

But I wish, at the present time, merely to call your attention to the subject, as regards your own children. It is very desirable that they should spend a portion of their time in reading; and, if they read suitable books in a proper manner, they cannot spend it more profitably. Therefore, I most earnestly urge you to see that your children read only such books as will impart to them useful information and wholesome moral instruction,—such books as will tend to make them wiser and better. Do what you can towards the establishment and support of school-libraries, and, in this way, you may do much for the improvement and happiness of the rising generation. I also invite you to do what you can to keep them from a hasty and superficial manner of reading. Such reading cannot be productive of much good, and only tends to distract and weaken the mind. Induce them to read with a strong desire to acquire knowledge. Question them often respecting what they have read; and, if their views are vague and indefinite, urge them to re-peruse, in order that they may gain and impart

knowledge. If you will pursue this course, I feel convinced that you will exert a most salutary influence, not only upon your children, but, through them, upon the community.

8. *Aid me in my endeavors to check selfishness and promote a spirit of kindness and forbearance.*

Much of the unhappiness and trouble of life come from a spirit of selfishness,—a feeling that everything must yield to one's own desires, regardless of time or circumstances. It is sometimes the case that children are indulged in every real and imaginary want while at home, and, when they go to school or elsewhere, they feel sadly injured and abused, if they cannot have the same indulgences. Such ones will find trouble and disappointment at every step. May I not ask that we may coöperate in endeavoring to train the young to regard the rights of others, and to treat all with a true spirit of kindness and forbearance? May we not do what we can to lead them to seek for that which will be for their true good and happiness, rather than for the indulgence of some favorite notions or wishes? May not their happiness be increased, by leading them to feel an interest in the desires and rights of their associates, and, at times, to give up their own wishes, in order to gratify or oblige others? May we not, then, strive to convince them that in many cases it is really "more blessed to give than to receive,"—more conducive to true happiness to do a favor, than it is to receive one.

9. *Cultivate, in your children, habits of true politeness and courtesy.*

True education requires the full development and exercise of the better feelings of the heart, and the

proper culture of these will exhibit themselves in outward actions and expressions. Indeed, we are much inclined to form an estimate of those with whom we meet or associate, from their mode of address, and from external appearances. If they are coarse and rude in their manners, rough and undignified in their salutations and remarks, or uncourteous and abrupt in their answers, we are inclined to avoid them, and regard them as unkind and uncompanionable. We do not expect to find much that is attractive in them; and, if they possess some worthy qualities, their first appearance is so repulsive, that we are hardly prepared to witness any subsequent evidence of real humanity and goodness.

Again, we meet with those, whose dignified and manly demeanor, social and free manner, combined with true politeness and civility, at once attract and charm us. In every act and expression, they furnish such indubitable evidence of good breeding, and so kind a regard for the feelings of others, that we look upon them as noble specimens of a noble race. We can hardly imagine that they can or will be guilty of any wrong or undignified act. By their pleasant and obliging manners, they command the respect and esteem of all with whom they associate, and gain an influence which will be really irresistible. Inasmuch, then, as true courteousness contributes so much to make one an agreeable companion, and thus adds to his pleasant influences, is it not worthy of our united efforts to do what we can to instil, into the young, feelings of true politeness, so that they may, at all times, in all places, and under all circumstances, act a "manly part"? While unkind words, and abrupt answers and expressions, never do good, pleasant tones, kindly words

and civil answers, always command admiration and attract attention. So much of the happiness of a family, school or community, depends upon the proper manifestation of kindly expressions, in relation, even, to every-day greetings, that too much care cannot be taken rightly to train and influence the young, so that they may become *gentlemen* in the truest and best sense of the term. "A gentleman," says Bishop Doane, "is gentle. A gentleman is modest. A gentleman is courteous. A gentleman is generous. A gentleman is slow to take offence, as being one that never gives it. A gentleman is slow to surmise evil, as being one that never thinks it. A gentleman goes armed only in consciousness of right. A gentleman refines his tastes. A gentleman subdues his feelings. A gentleman controls his speech. A gentleman deems every other better than himself. Sir Philip Sidney was never so much a gentleman,— mirror though he was of England's knighthood,— as when, upon the field of Zutphen, as he lay in his own blood, he waived the draught of cold spring-water that was brought to quench his mortal thirst, in favor of a dying soldier."

Let me, therefore, affectionately invite you to induce your children to be respectful, obliging, and gentlemanly, in all their actions and expressions. The true spirit and exercise of politeness will deter them from the commission of many rude acts, and exert a controlling and salutary influence over their whole conduct.

Before I close, allow me to repeat the points I have placed before you, the observance of which will be most beneficial to your children, and, through them, to all with whom they associate.

"THE SUMMING UP."

1. Send your children to school seasonably and constantly.

2. Encourage them to respect and obey the rules and requirements of their school.

3. Encourage them to be orderly, &c.

4. Encourage them to be studious.

5. Visit them at school.

6. Have a regard to the character of the books your children read, and see that they read understandingly.

7. Aid me to check selfishness, and promote a spirit of kindness and forbearance.

8. Cultivate in your children habits of politeness and courtesy.

These duties, and others growing out of them, perform faithfully, and you will find a most abundant reward in the increased interest of your children, and their growth in knowledge and virtue.

With affectionate regard,

Your friend, and your children's

TEACHER.

CHAPTER VIII.

PARENTS SHOULD BE CANDID AND CHARITABLE.

Parents are sometimes too ready to listen, approvingly, to the complaints of their children, and often censure the instructor without sufficient reason. I would not be understood to say that teachers always pursue a course above censure, or that they *always* do things in the best or most prudent manner. They are but men, with the infirmities of men, and need the heartfelt sympathies, the encouragement, and cheerful coöperation, of their patrons. In the formation and execution of their plans, they must be allowed to pursue their own course, nor should they be expected to coincide with the views and wishes of all. This would be impossible, as there are widely-differing views among their patrons. Parents are often — unconsciously, I doubt not — guilty of causing much injury to schools, by manifesting an interest in all the little antipathies which their children may have contracted, and by sympathizing with them in all the little wrongs, real or imaginary, to which they have been subjected.

Probably there is no individual whose motives and proceedings are so often and so grossly misconceived and misrepresented, as are those of the school-teacher. This, we may readily see, arises from the very nature of his employment. He has to deal with the mind and

passions in all their various *workings*, and that at an age when reason and prudence have but a very limited sway. As his pupils differ in disposition and understanding, so his efforts to secure order and obedience, and his incentives to exertion, must vary. To one a mere look or word of reproof will be as effectual as the most severe discipline to another; and yet, is not the faithful, prudent, and skilful teacher, often severely censured, and accused of partiality, while endeavoring to adapt his mode of discipline to the peculiar disposition of an offender?

A conscientious and wise instructor will consider it an important part of his duty so to study the character and peculiar disposition of each pupil that he may be able to pursue that course of discipline which will best secure the reform or best good of every one. But, from a want of proper consideration on the part of many parents and guardians, this is made a fruitful source of *complaint* and *fault-finding*.

A teacher may pursue that course which experience and observation dictate as the best, and which an interest in the welfare and improvement of his pupils prompts him to pursue, and, while thus acting, and thus influenced by the purest motives, he is, perhaps, represented by one as being *too severe*, by another, *too lax*, and by many as *partial* in his discipline; *this* parent complains that *his* children have not studies enough, and *that* because *his* has too many. And whence comes all this complaint with parents? Does it proceed from frequent visits to the school-room, and from actual observation while there? By no means; but from the distorted statements of interested and *ex parte* witnesses,— the

pupils themselves; and many a poor teacher is *tried, found guilty, condemned*, and almost *executed*, without being afforded the least opportunity for self-defence, and, perchance, entirely unconscious of the crimes or deviations for which he is under sentence.

"But," says one, "shall parents always submit to what the teacher does? Is he always in the right, and parents and children in the wrong?" Certainly not; the teacher is not infallible; but does he not, or ought he not, best understand his own business? At all events, will it always answer to rely on the pupil's *judgment?* Will he not often be influenced by motives similar to those of the lad, who, when asked by his teacher in what way he should prefer to be punished, replied, with much readiness, "*If you please, sir, according to the Italian system of penmanship,—heavy strokes up, down ones light*"?

If parents really feel that the teacher has erred, and their children have been injured or neglected, would it not be better to go directly to him, and, with a spirit of candor and kindness, make known their feelings? Possibly, they have not been rightly informed; or, perhaps, a false coloring has been given, or some circumstances withheld; and, upon hearing the *whole* story, they may become fully satisfied that no injustice or wrong has been intended or committed. In most cases, such would undoubtedly be the result. I do not intend to assert that most children *design* to make false statements; but they are so easily biased and prejudiced, that they, frequently, imagine many things which exist only in imagination. A *wrong word, an improper emphasis*,

a slight omission or addition, often very materially affects an account.

Parents, probably, are not always aware of the nature and extent of their influence, directly and indirectly, upon their children, who are prone to like or dislike what their parents like or dislike, and endeavor to express the same sentiment that they hear expressed at the fireside, though not always correctly. Few realize how many notions and prejudices children form, under the influence of those with whom they spend most of their time.

A child, being asked by his Sabbath-school teacher, "Who killed Abel?" promptly replied, "Gen. Jackson!" In one of those periods of high political excitement (whose influence upon the young is most deleterious), she had heard so much said against the general, that she thought, as a matter of course, that he was a *general murderer*, and was the only man bad enough to commit the first homicide. Another, being asked in what state man was left after the "fall," readily answered, "Vermont." Having always lived in that state, and having heard its name more frequently than any other, he thought it the only state in which any important event could happen.

Parents should feel an interest in the results of the teacher's labors.

With many, perhaps we may say, with *most* parents, there is a ready inclination to render the instructor of their children cheerful and prompt coöperation in every desirable particular; but it is not so with all. In most communities may be found those perverse dispositions which know not what it is to lend aid in *any* good work.

Capricious, captious, and uneasy, they can find nothing to their liking. They view all objects and operations with a jaundiced eye. With such, the only desirable thing about schools is, that they are standing objects, about which they may daily vent their bitterness. The children of these parents never hear their teachers alluded to, except it be in language the most derogatory and abusive; and they enter the school-room not only without a single prepossession in its favor, but with heads full of distorted views and ill-conceived prejudices.

There is another class of parents who are perfectly willing to throw all responsibility upon the teacher, with little or no interest in the result. They are ready to furnish books, and supply all the external school-wants of their children; and, beyond this, manifest no interest. In employing a teacher, and sending their children to school, they feel that their entire obligation ceases; and, if things go to destruction, it is no concern of theirs, and they feel no interest in preventing it. They are, in some respects, as independent and regardless of results as was the Dutchman, who, having given very willingly the sum of five hundred dollars to aid in the erection of a church, was subsequently called upon to contribute for the purpose of procuring a lightning-rod for the better security of the building. Assuming a very decided manner, he refused to give, saying, "I have help build de Lord a nice house; and now, if he pe mind to dunder it down, let him pe welcome to do it, and I will be sure to put noting in de way of it."

So the parents alluded to seem to say, by their actions, "We have sent our children to school, and, if the teacher

does not take care of them, and educate them, it is no concern of ours;" and, like the Dutchman, they appear perfectly willing to sacrifice their investment, rather than extend any aid which will seem designed to assist in preserving the same from loss or injury.

Parents should not be extravagant and unreasonable in their expectations.

Every parent wishes his children to excel; and if they do not, he is prone to censure the teacher and accuse him of neglect. Now, it is sometimes the case that a boy may attend school month after month, and season after season, receive every possible attention, and yet make but little progress. The best of teachers cannot make first-rate scholars from second or third rate stock. But it frequently happens, that a boy of very ordinary abilities — and those blunted or stunted by neglect or mismanagement in his physical training — is sent to school *occasionally*, and, if he does not learn rapidly and make a "right smart" scholar, it is entirely chargeable to the poor teacher. But it should be known that no mortal influence can cause such pupils to advance under such circumstances, or create life or replenish the strength for a boy whose entire energies have been tasked to their utmost in counteracting the indulgence of an excessive appetite, or the gross abuse of his physical nature, in any way. A lady once called upon an instructor, and asked him how her daughter succeeded. "Why," said he, "not very well; she lacks capacity." "O! if that is all," said the lady, "you buy her a *first-rate* capacity, and charge it in her next quarter's bill!"

Now, while it should be known by all that teachers

can neither make nor purchase capacities, it should also be remembered that, with the kindly, prompt and continued, aid of parents, they may do much to improve and develop capacities which are naturally far from being brilliant or powerful.

CHAPTER IX.

HIGH AND HONORABLE MOTIVES FOR ACTION.

It is very desirable that a true sense of right and wrong, and correct ideas of propriety, should be early and carefully impressed upon the young,— that they be induced to love and pursue the right, and detest and shun the wrong, and to perform every act and every duty from high and honorable motives. Thus trained, children will grow up free from those debasing and selfish influences which are now, so frequently, developed in society.

How often is it that parents and teachers, thoughtlessly, do injury to the young, by holding before them unworthy motives for action! Who, in this money-seeking and dollar-grasping age of ours, may not trace an over-anxious desire for riches to the injudicious practice of some parents of influencing the child's mind by the proffer of a few cents, as an inducement to perform some duty? Or, who cannot trace the development of erroneous views, and of bigoted or superstitious feelings, to the prevalent habit, with parents and others, of relating to children extravagant and unreasonable stories?

The young should early be impressed with the importance of exercising a charitable spirit, and of delighting, rather, in the *merits*, than in the *errors* and *frailties*, of others. How many have been lost to society and

usefulness, by the coldness of the world, in the way of downright slander, or of sly insinuations, which are, often, worse, in their effects, than slander! How many have been made morose and misanthropic, on account of ill-treatment received! Let the young be taught to feel that there may be some good traits in all, and to exercise a compassionate and forgiving spirit towards the frail and erring,— ever preferring to speak kindly, and think charitably, towards all and of all. If, as will sometimes be the case, children go to parents to complain of real or imaginary wrongs, on the part of their teacher, let not those parents be instrumental of cherishing a capricious spirit by coinciding with all that may be said; but let them rather aim to discover and assign a good reason for every act complained of. The young may thus be taught the importance of exercising a charitable spirit.

A few years ago, there died, in one of our southern cities, a man possessed of immense wealth. He had lived a secluded and miserly life, his one and only apparent desire seeming to be, the accumulation of riches. Denying himself every rational enjoyment, he bent all his energies to the accomplishment of the one purpose of his heart. Without manifesting the slightest interest in the welfare of those around him, he "toiled and moiled, poor muck-worm," to increase his store of wealth. Despised and shunned, he lived,— lonely and neglected, he died; and, were it not for the last clause of his will, we might have been left to believe that human sympathy, in any form, never possessed his heart. But, from that, we may infer that his mind, from some early ill-treatment, had received a misanthropic turn, from which it could never recover,— yet, down deep in that miser's

heart, there seems to have been some kindly and sympathetic feeling, which developed itself in view of approaching death, in a wise distribution of the wealth acquired by life-long self-denial and toil. After specifying the objects to which his immense wealth should be appropriated,— a large part of which was for the support of free schools for poor children,— he thus speaks: "And (I was near forgetting that) I have, still, one small request to make,— one little favor to ask,— and it shall be the last. It is, that it may be permitted, annually, to the children of the free schools situate the nearest to my place of interment, to plant and water a few flowers around my grave! This little act will have a double tendency; it will open their young and susceptible hearts to gratitude and love to their divine Creator, for having raised up, as an humble instrument of his bounty to them, a poor frail worm of earth like me, and teach them, at the same time, what they are, whence they came, and whither they must return." What an impressive lesson ought we to learn from these few lines, as emanating from a heart, apparently, callous and indifferent to all those tender feelings and sympathies which usually bind man to his fellow-man, and prompt to those little acts of kindly aid which tend so much to strew life's pathway with flowers!

If possible, the young should be trained to feel that they have duties to perform, and that, if they labor with fidelity and earnestness, they may rise to exalted stations of influence and usefulness. In a government like ours, with the means of knowledge so widely diffused, the highest posts of honor are alike attainable by the rich and poor. "The great poet, the illustrious statesman, the

eloquent orator, is as likely to go forth from the brown-faced laborer's cottage over the way, as from the sumptuous palaces of the capital. The future ruler of an empire may be unconsciously digging in yonder field; and this very school may be, under God, the appointed means of revealing his unsuspected destiny to him and to the world." * If the young are early trained to habits of persevering industry, if they are rightly taught the nature of their obligations and the extent of their capabilities, and, at the same time, are made to feel that they must, with certain aids, carve their own fortunes, they will be instructed in the true steps and principles of progressive usefulness and increasing influence.

We are blessed with a noble country; a goodly heritage is ours. It is for us, in a great degree, to answer the momentous question, "What is to be the future of this magnificent country?" "On this point, mournful voices are already beginning to be scattered upon the air. Men, and women too, are predicting evil issues. It may be so. It may be that our experience is to add to the warnings and admonitions of history; that the voice of the past is to sigh through the shattered walls and broken arches of our social fabric. It may be that our sun is to go down in blood; that violence is to rend asunder the chain of our union, and scatter its links in wild disorder; that our soil is to be drenched with fraternal blood; that the pleasant gardens of our prosperity are to be uprooted by the whirlwinds of anarchy, or iron-bound by the polar frost of despotism. It will be so, if our material civilization is always to keep far in advance of our men-

* C. Felton.

tal and moral cultivation; if prosperity is to make us selfish, if wealth is to make us hard-hearted, if power is to make us tyrannous. But not thus would I cast the noroscope of our country's fortunes. There are two great houses in the world,— the house of hope, and the house of fear; far be from me and my friends the badges and the livery of that latter house! I will not believe that the life of nations is like the life of trees; that, by an inevitable law, they, too, have their periods of growth, maturity, and decline; but I hold that it is sin alone that makes a people weak, and wickedness that makes them old, and that in the fear of God and the keeping of his commandments there is perpetual youth.

"Upon us, and those who are to come after us,— upon the young, especially, who are ever the patriot's hope and the good man's trust,— and upon those to whom the training of the young is intrusted, whether as parents or teachers, does this great responsibility rest. The life of man should here reflect the spirit of our institutions, and be cast in a mould of greatness analogous to the physical features of our country. It should be grave, simple, earnest, and manly. It should be dedicated to high purposes, and governed by a spirit of moral thoughtfulness. There is no place, here, for the idler, the trifler, the scoffer, and the voluptuary. Every man's life is of consequence, as forming a part of the life of the state.

"The last signal made by the British admiral, on the morning of the battle of Trafalgar, was in words which have become historical and immortal: 'England expects every man to do his duty!' Would that we could carve upon our hearts the spirit of these words; for, though the storm-cloud of battle does not lower upon our

path, yet peace has its dangers and its trials, no less than war. Would that each of us, when our country's flag is floating upon the breeze, could see, with the mind's eye, written in letters of living light upon its ample folds, 'AMERICA EXPECTS EVERY MAN TO DO HIS DUTY!' Would that the contemplation of our present and our future might inspire us, not only with patriotic pride and gratitude, but with a firm resolve to set upon the brow of our country a more than regal coronet, with the virtues of her children for its sparkling gems! With this spirit and this resolve, we shall construct her prosperity from elements as indestructible and unchanging as the laws of falling bodies, or the impulses of maternal love." *

In concluding this volume, I would, once more, earnestly entreat parents to consider the nature and magnitude of the responsibilities which devolve upon them. The duties they owe to the young are of no trifling consideration. The happy results of the wise performance of them will be far-reaching, never-ending; the evil effects of wrong influences or of neglect will be as extensive and as lasting. Parents! will you look at the subject in its true light? Will you view it in all its realities, and contemplate its height and depth, its length and breadth? Will you consider it as affecting the condition of your children, and of the community? Will you regard it in the light of your accountability to God, and strive, in every way, to assist in training the youth intrusted to your care so that they will, in their lives, honor and glorify their Creator? Will you do what you

* G. S. Hillard.

can to prepare them to act wisely and well their parts in life? If you will, then you may be the humble instruments, in God's hands, of accomplishing a great and good work for the community, and for the dearest objects of your affection. If you will, then will you contribute your part towards the discharge of the duty resting upon every citizen of our country. If you will, then will you do something towards the dissemination and perpetuity of those republican blessings and virtues which we now enjoy. If you will, then will you prove yourselves the worthy citizens of a noble republic, promoting its best interests, and increasing its power and influence.

And thus "Let each generation sweep majestically on, in an increased and increasing current, each living upon, and growing upon, the granaries of the past, and heaping up resources for the future. Let each succeeding generation more fully develop the true principles of life and action, hushing the evil propensities of man, and leading him gently by the hand into the paths of virtue and wisdom. Above all, in this free and Christian republic, let the power and influence of intellect be ever guided by the conservative and invigorating principles of religion and morality." * Thus may each generation faithfully perform the obligations implied in the noble sentiment introduced into the first chapter of this volume, — a sentiment that should be regarded and cherished by every citizen of our land: —

"EDUCATION: A DEBT DUE FROM PRESENT TO FUTURE GENERATIONS."

*W. D. Northend.

APPENDIX.

BOOKS FOR A TEACHER'S LIBRARY.

It should be the aim of every teacher to become the owner of a library. The number of works designed especially for teachers has greatly increased within a few years, but is still quite limited. Below is a list of books which are deserving a place in *every* library. Many of them relate directly to the profession of the teacher, and others contain information of value to every one. It is not, of course, my purpose to give a complete catalogue of suitable books, but to designate many that should form a part of such a catalogue.

Theory and Practice of Teaching. By David P. Page, M.A., late Principal of the New York State Normal School. New York: A. S. Barnes & Co. 8vo. pp. 349.

An excellent work, by a most sensible man and an eminently useful teacher. Every teacher and friend of education should own this volume.

The School and the Schoolmaster. By Alonzo Potter, D.D., Bishop of Pennsylvania, and George B. Emerson, A.M., President of the American Institute of Instruction. Boston: William B. Fowle. 12mo. pp. 552.

This work is too well known to need comment.

Lectures before the American Institute of Instruction, from 1830 to the present time; 20 vols. Boston: William D. Ticknor & Co.

Normal Schools, and other Institutions, Agencies and Means, designed for the Professional Education of Teachers. By Henry Barnard, Superintendent of Common Schools of Connecticut. Hartford: Case, Tiffany & Co. 8vo. pp. 657.

This volume abounds in valuable suggestions, and should be in the library of every teacher.

The Life and Correspondence of Thomas Arnold, D.D., late Head Master of Rugby School, and Regius Professor of Modern History in

the University of Oxford. By A. P. Stanley, A.M. London and New York ; 1846. 8vo. pp. 490.

History of Education, Ancient and Modern. By H. I. Smith, A.M. Harpers' Family Library, No. 156.

Teaching a Science ; the Teacher an Artist. By Rev. Baynard R. Hall, A.M. New York : Baker & Scribner ; 1848. 12mo. pp. 305.

Common Schools and Teachers' Seminaries ; embracing a Report on Elementary Public Instruction in Europe, and an Article on Normal Schools and Teachers' Seminaries. By Calvin E. Stowe, D.D., Professor in Lane Seminary, Cincinnati. Boston : 1839. 12mo. pp. 126.

Report on Education in Europe. By Alexander D. Bache, LL.D. Philadelphia : 1839. 12mo. pp. 666.

Hints on a System of Popular Education. By Prof. E. C. Wines. Philadelphia : 1838. 12mo. pp. 225.

The Teacher Taught ; or, the Principles and Modes of Teaching. By Emerson Davis, D.D. Boston : 1839. 12mo. pp. 79.

The Teacher's Manual ; containing Practical Suggestions on Teaching and Popular Education. By Henry Dunn, Secretary of the British and Foreign School Society. London : edited by Rev. T. H. Gallaudet. Hartford : 1839. 12mo. pp. 223.

Lord Brougham on Education. Edited by J. Orville Taylor. New York : 1839. 12mo. pp. 91.

The Teacher's Institute ; or, Familiar Hints to Young Teachers. By William B. Fowle. Boston : 1847. 12mo. pp. 258.

The Teacher ; or, Moral Influences employed in the Instruction and Government of the Young. By Jacob Abbot. Boston : 1833. 12mo. pp. 293.

Some Thoughts Concerning Education, by John Locke, and a Treatise on Education, by John Milton. Edited by William Russell. Boston : 1830. 12mo. pp. 317.

The Teacher's Manual. By Thomas H. Palmer. Boston : 1840. pp. 263.

The District School as It Was. By Rev. Warren Burton. New York : 1838.

Confessions of a Schoolmaster. By William A. Alcott, M.D. New York. 12mo. pp. 316.

Account of the Edinburgh Sessional School. By John Wood. Boston : 1830.

School Architecture. By Hon. Henry Barnard, Commissioner of Schools for the State of Rhode Island. New York : 1846.

Prize Essay, on the Improvement of the Common Schools of Connecticut. By Prof. Noah Porter. Hartford : 1846.

The Student's Manual. By John Todd, D.D. 12mo. pp. 392.

Dr. Channing on Self-Culture, and Miss Sedgwick on Self-Training.

The Schoolmaster's Friend. By Theodore Dwight, Jr.

The Common School System of New York. By S. S. Randall.

Lectures on School-Keeping. By Rev. S. R. Hall. Boston: 1829.

Transactions of the Western Literary Institute and College of Professional Teachers, from 1834 to 1840; six vols. 8vo. Cincinnati.

American Annals of Education.

Locke Amsden; or, the Schoolmaster. By D. P. Thompson. Boston: B. B. Mussey & Co. 12mo. pp. 231.

The Architecture of Country Houses. By A. J. Downing. New York: D. Appleton & Co. 8vo. pp. 484.

This is an admirable work, containing so much information on architecture, styles of furniture, modes of warming and ventilation, that it is well deserving a place in every library of our land.

Smyth's Lectures on Modern History, with additions, by J. Sparks. Boston: B. B. Mussey & Co. 8vo. pp. 738.

Taylor's Manual of Ancient and Modern History, revised by C. S. Henry, D.D. New York: D. Appleton & Co. 8vo. pp. 797.

A Dictionary of Arts, Manufactures, and Mines. By Andrew Ure, M.D. New York: D. Appleton & Co. 8vo. pp. 1644.

History of Modern Philosophy. By M. Victor Cousin. Translated by O. W. Wright. New York: D. Appleton & Co. 2 vols. 8vo. pp. 891.

How shall I Govern my School? By E. C. Wines. Philadelphia: W. Marshall & Co. 12mo. pp. 309.

American Institutions, and their Influence. By Alexis De Tocqueville, with notes by J. C. Spencer. New York: A. S. Barnes & Co. 8vo. pp. 460.

Earth and Man. By Arnold Guyot. Translated by C. C. Felton. Boston: Gould, Kendall & Lincoln. 12mo. pp. 300.

The Constitution of Man. By George Combe. Boston: B. B. Mussey & Co. 12mo. pp. 396.

Thomson's Seasons, with Notes by James R. Boyd. New York: A. S. Barnes & Co. 12mo. pp. 335.

Paradise Lost, with Notes by James R. Boyd. New York: A. S. Barnes & Co. 12mo.

Young's Night Thoughts, with Notes by James R. Boyd. New York: A. S. Barnes & Co. 12mo. pp. 516.

The above are very interesting editions of three standard volumes.

Chambers' Information for the People. Philadelphia: J. & J. L. Gihon. 2 vols 8vo. pp. 1685.

Graham's English Synonymes, with additions by H. Read, LL.D. New York : D. Appleton & Co. 12mo. pp. 344.

American Education, its Principles and Elements. By E. D. Mansfield. New York : A. S. Barnes & Co. 12mo. pp. 330.

Popular Education. By Ira Mayhew, A.M. New York : Harper & Brothers. 12mo. pp. 467.

The Massachusetts Teacher. By a Committee of the Massachusetts Teachers' Association. Boston : Samuel Coolidge. 8vo. pp. 384. 5 volumes already published.

Transactions of Massachusetts Teachers' Association. Vol. I. for 1845–47. Boston : Samuel Coolidge. 12mo. pp. 34 .

The Elements of Political Economy. By F. Wayland, D.D. Boston : Gould & Lincoln. 12mo. pp. 406.

Journal of R. I. Institute of Instruction for 1846–47 ; 2 vols. Edited by Henry Barnard. Providence : C. Burnet, Jr. 8vo.

Miscellaneous Works of Thomas Arnold, D.D., late Head Master of Rugby School. New York : D. Appleton & Co. 8vo. pp. 545.

Lectures on Modern History. By Thomas Arnold, D.D. New York : D. Appleton & Co. 12mo. pp. 428.

Atlas and Gazetteer of the Holy Scriptures. By the Rev. William Jenks, D.D. Boston : Jenks, Hickling & Swan. 4to. pp. 157.

The Illustrated Atlas and Modern History of the World, Geographical, Political, Commercial and Statistical. Edited by R. M. Martin, Esq. London and New York : J. Tallis & Co.

Essays on Ancient Literature and Art. By Barnas Sears, B. B. Edwards, and C. C. Felton. Boston : Gould & Lincoln. 12mo. pp. 413.

The Massachusetts System of Common Schools. Boston : Dutton & Wentworth. 8vo. pp. 212.

The Elements of Geology. By Justin R. Loomis. Boston : Gould & Lincoln. 12mo. pp. 198.

Chambers' Miscellany of Useful and Entertaining Knowledge. 10 vols. Boston : Gould & Lincoln.

Chambers' Cyclopedia of English Literature. 2 vols. 8vo. pp. 2400, and more than 300 elegant illustrations. Boston : Gould & Lincoln.

A Compendium of English Literature. By Charles D. Cleveland. Philadelphia : E. C. & J. Biddle. 12mo. pp. 72.

Essays on Education. By the Central Society of Education. 8 vols. 12mo. London.

Logic of Mathematics. By Charles Davies, LL.D. New York : A. S. Barnes & Co.

The Common School Journal. Edited by Horace Mann.

There are ten or twelve bound volumes of this valuable work. They contain a great variety of matter of interest to teachers and friends of education.

Outlines of Universal History, from the Creation of the World to the Present Day. By George Weber. Boston : Jenks, Hickling & Swan. 8vo. pp. 559.

The American Encyclopedia.

McCulloch's Geographical and Commercial Dictionaries.

Brande's Dictionary of Science, Literature and Art.

Smith's Dictionary of Greek and Roman Antiquities.

In addition to the above works, teachers should take and peruse educational journals. In several of the states the teachers have established periodicals devoted to the interests of their profession ; and all engaged in teaching should see that they do their part in sustaining these works. The States of Massachusetts, New York, Ohio, Missouri, and others, now have such journals, which reflect much credit upon those who sustain them.

BOOKS FOR THE YOUNG.

I HAVE spoken of the importance of cultivating in the young a taste for reading, and urged attention to the character of the books put into the hands of youth. The number of books prepared for the youthful reader is very large, and many of them are worse than valueless. I shall give a list of a few works that may safely be read by any. In a future edition this list will, probably, be extended.

The Rollo Books ; The Lucy Books ; Abbott's Histories ; Franconia Stories, &c.

No writer has surpassed Mr. Abbott, in writing good books for the young ; and all of the many volumes prepared by him may be safely recommended, as interesting, instructive and moral, in their character.

Land and Lee ; Sea and Sailor ; Three Years in California ; and Deck and Port, by Rev. W. Colton ; Lives of the Signers of the Declaration of Independence ; Sandwich Islands.

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Pleasant Pages for Young People. Boston : Gould & Lincoln.

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Romance of American History. By Joseph Banvard. 1 vol. 18mo. pp. 306. Boston : Gould & Lincoln.

American Miscellany. By Francis C. Woodworth. 12mo. pp. 288. Boston : Phillips, Sampson & Co.

A Kiss for a Blow. B. B. Mussey & Co., Boston.

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These pretty and interesting volumes are published by D. Appleton & Co., New York.

Young Americans Abroad. Boston : Gould & Lincoln.

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WORCESTER'S UNIVERSAL AND CRITICAL DICTIONARY

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Philip Lindsley, LL. D., President of the University of Nashville, Tenn.

N. Lawrence Lindsley, A. M., Professor of Ancient Language and Literature, Cumberland University, Tenn.

We concur fully in the leading portions of the above recommendation, — not having had leisure to examine all the particulars referred to.

Levi Woodbury, LL. D., Justice of United States Supreme Court, Mass.

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Mr. William Russell, formerly editor of the American Journal of Education, and author of a Series of Reading Books, says: — "You are aware that I have, in my compilations on elocution, and in my instructions on that subject, uniformly referred to the previous Dictionaries of Mr. Worcester as the most accurate and satisfactory sources of information in their department. The new Dictionary I have examined closely, and am daily using it as a standard for reference; and it seems to me the most valuable work of the kind ever produced in this country. To teachers and students it commends itself by its comparative *completeness*, its *perfect fidelity* in observing the authority of *the best standards*, and its *exactness* in detail. Its style, both in orthography and orthoëpy, conforms strictly to *actual living usage*, both in this country and in England, with the single exception of words of more than one syllable terminating in the letters *or* or *our*, in which Mr. Worcester gives the preference to American usage. In my communications with teachers, I have been accustomed, for many years, to hear an earnest wish expressed for an American Dictionary, free from the peculiarities of Webster, and the obsolete extremes of Walker. Such a work Mr. Worcester seems to have furnished, and it bids fair to be generally adopted as a standard in instruction."

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From Mr. Joshua Bates, Jr., *Principal of the Brimmer School, Boston*

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